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ABSTRACT

This report contains the findings of a seven-member faculty commission (to which a student representative was later added) appointed in early 1968 to make proposals for the future development of the Faculty of Education. The introductory chapter places the commission's work in historical perspective, points up priorities, and discusses some issues and problems in the education of teachers. Chapter 2 presents the model of the proposed new structure for organization and government which includes a faculty council, senior administrative board, committees and departments, other offices, and constituencies for deliberation and policymaking decisions. Chapter 3, based on the assumption that the next stage in the growth of the Faculty should be the adoption of a 5-year bachelor of education degree as the basic undergraduate sequence, outlines a curriculum plan which permits the student to elect any one of 30 or more programs, each concerned with a speciality, and to follow one of four routes to the degree. Chapter 4 describes proposed doctoral programs and degrees, the master of arts degree and programs, the master of pedagogy, and other graduate programs. Faculty internal relations (e.g., student relations and personnel policy) are dealt with in chapter 5, external relations (within the university and off-campus) in chapter 6. Chapter 7 discusses continuing teacher education. The final chapter proposes a six-phase schedule (1969-1974) for implementation of the programs. (JS)

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The COFFE Report

1969

SP003427

THE REPORT OF THE COMMISSION ON THE
FUTURE OF THE FACULTY OF EDUCATION,
UNIVERSITY OF BRITISH COLUMBIA

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LETTER OF TRANSMITTAL

TO: The Dean of the Faculty of Education, University of British Columbia.

We the commission appointed by you to make proposals for the future development of the Faculty of Education respectfully submit the following Report.

L.B. Daniels
E.G. Fiedler
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D.C. Gillespie
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S. Black, Vice-chairman
G.S. Tomkins, Chairman

October 15, 1969

ACKNOWLEDGEMENTS

The members of the Commission would like to thank Dean N.V. Scarfe, Associate Dean C.E. Smith and the many other members of faculty as well as students who gave such strong encouragement to their efforts. We would also like to extend thanks to Kenneth Hare, former president of the University and to President Walter H. Gage for their support.

Thanks are also due to the University of British Columbia Alumni Association and the British Columbia Teachers Federation for their generous financial support to both the Commission and the Student Committee.

The many other individuals and groups who contributed to our deliberations have been indicated at the end of this report.

Special thanks are due to Mrs. Eileen Nesbitt, Administrative Assistant to the Dean, to Mrs. Dorothy Jones and the clerical staff of the Faculty of Education who did so much to expedite the final publication of the report.

INTRODUCTORY REMARKS BY THE STUDENT COMMITTEE ON THE FUTURE FACULTY OF EDUCATION (SCOFFE).

SCOFFE was formed in the spring of 1968 soon after the Commission on the Future of the Faculty of Education (COFFE) first stated its aims and objectives. We had two main purposes. First, as education students, we wanted to express our opinions on teacher preparation. Second, as university students, we wanted to participate in decision-making that affects students. We believed that we would be most effective if we proceeded in a rational manner.

During the deliberations of COFFE, we worked closely with faculty members by discussing issues of mutual concern. As a result, we had ample opportunity to express our opinions. This is not to say that opinions present in the COFFE Report express the views of all students. They do, however, express the views of people who are students.

The success of frank student-faculty discussions which occurred throughout the past year indicates the feasibility of future student-faculty collaboration. Most significant was the extent to which students were involved with the committee work of COFFE. Even though a difference of opinion often existed between the students and faculty members, a viable consensus was usually reached.

As a result of our experience, we do not recommend that students sit on high level administrative committees. Our reasons for this are purely practical. First, we found that students have neither the experience nor the background to function effectively on such committees. Secondly, we found that it would be a rare student indeed who could meet the demands of such work, and at the same time sustain a university workload. With these thoughts in mind, Chapter Two of the COFFE Report proposes that in the future, students be invited to participate in those committees which are immediately related to their university life and to which they can contribute most.

The Teacher Education Plan, Chapter Three of the COFFE Report, contains many new and exciting prospects for students. Students who have discussed the proposed Teacher Education Plan with us have stated that they are strongly in favor of the types of programs that are suggested in the new Education 1 and Education 2. In fact, many students were disappointed when they discovered that they would be unable to participate in the new programs because they will have graduated from the University before the programs can be implemented.

The flexibility of the teacher education programs is particularly attractive since students will no longer be forced into programs that are in conflict with their interests and aptitudes. In addition, future students will be able to participate in developing new programs.

SCOFFE found that many students thought they would benefit from an extended school experience. The proposed Teaching Associateship (Chapter Three) specifies that after an intensive training program, students teach for one-half year or one-year sessions in schools and be paid at the Letter of Permission rate. The educational advantage of the Teacher Education Plan is that in the future, students will be in less danger of simply being socialized to traditional schools and classrooms. This will enable prospective teachers to more fully develop new ways of thinking before undertaking full teaching responsibility.

SCOFFE is convinced that our education has been inadequate. Contained within the COFFE Report is a plan for the future developed by people with a common goal, that of education. We demand that both students and faculty use this Report as a starting point for the future development of the Faculty of Education.

Robert Fisher,
Chairman, SCOFFE,
September, 1969.

Members of the Student Committee on the Future Faculty of Education:

L. Lennox
H. Stuart — Secretary
G. Hollo
V. Thom

B. Goss
P. Bailey
R. Fisher — Chairman

CHAPTER I

THE FACULTY OF EDUCATION AT THE UNIVERSITY OF BRITISH COLUMBIA:

PERSPECTIVE AND PROSPECT

I. INTRODUCTION

Late in 1967, a group of concerned faculty members approached the Dean of Education with the suggestion that the time was appropriate for a thorough appraisal of the operations of the Faculty. The Dean's response was positive and immediate. As a result, the present Commission of seven members was set up early in 1968 by a combined process of faculty nomination and selection by the Dean. A student group, the Student Committee on the Future of the Faculty of Education (SCOFFE) was established soon after and has worked closely with the Faculty Commission. Early in 1969, a representative of the Student Committee was added to COFFE as a regular, fully participating member.

The Commission was assigned the general question, "How should this Faculty be organized to facilitate the study of education and the education of teachers?" The specific terms of reference of the Commission were:

A. To study the effectiveness of the current teacher education programs and to make suggestions for their modification and possible future development. In particular we were asked to consider such topics as:

   1. The general organization of the Faculty of Education in relation to teacher education.

   2. Appropriate arrangements for in-school experiences for prospective teachers.

   3. The relationships of the Faculty of Education to other organizations outside the University concerned with teacher education.

   4. The relationships of the Faculty of Education to other faculties within the University regarding teacher education.

B. To study the Faculty's responsibilities with respect to the in-service education of teachers.

C. To study the effectivenss of the graduate and research programs of the Faculty of Education and to suggest plans for future development.

D. To study the relationships among the various programs of the Faculty of Education.

E. To study problems of teaching in the Faculty of Education and the related questions of environment, resources, faculty loads, class size, administrative responsibilities and the like.

F. To study any other matters deemed relevant to the future development of the Faculty.

In carrying out its task, the Commission has consulted a very broad range of informed opinion within and outside the University. We gleaned much valuable data and many excellent ideas from the 196 written and oral submissions received from many individuals and groups. The Commission established 39 committees involving 131 faculty members and students. In addition, 16 persons from outside the Faculty served in various advisory capacities on a number of these committees. In 1966, 1967 and 1968, the Division of Student Teaching arranged for faculty members to conduct interviews with more than one thousand first year teachers. The information thus gathered proved most helpful to the Commission. Members of the Commission visited Summer Session classes in 1968 and solicited the views of several hundred teachers.

Every department in the Faculty was visited and briefs were solicited. The April, 1968, report to the Dean by the Graduate Working Committee of the Faculty served as a basis of our deliberations concerning graduate studies and research.

The Commission met formally 94 times. Every effort was made to keep the Faculty informed of its deliberations. Regular bulletins and position papers were issued and public meetings were held for the purpose of discussing tentative proposals. Written reactions were also solicited. Final recommendations were agreed upon only after all proposals and submissions received careful and extensive consideration. Throughout our deliberations we have recognized that our role is advisory and that final authority to accept, reject or modify our recommendations must rest with the Dean and the Faculty.

At various stages, we analyzed in detail certain facets of the Faculty's present operation. This analysis enhanced our appreciation of past achievements. In this endeavor, we were fortunate to have the cooperation of many faculty members, including the Dean and the other chief administrative officers.

The work of the Commission has been conducted during a time of extensive consideration of future academic goals within the University. We were happy to submit a statement to the Senate Committee on Long Range Objectives and to have the benefit of two interim reports prepared by that body.

We have likewise benefited from the considerable ferment now evident in professional education in general and in teacher education in particular. As a result, we have had available many recent reports, research studies, proposals and other data. Some of this literature has been listed in the bibliography of this report. The recent policy decision of the United States Office of Education to give major emphasis to teacher education is a good example of present trends. This decision reflects the growing view that the reform of teacher education is basic to nearly every other kind of educational reform.

II. HISTORICAL PERSPECTIVE

As the Commission concludes its work, the Faculty is entering the fourteenth year of operation. The founding of the Faculty in 1956 was the culmination of a long process of development in the professional education of teachers in British Columbia which began with the establishment of the Vancouver Normal School in 1901 and the Victoria Normal School in 1915.*

The University of British Columbia began its contribution to teacher education with the opening of its first summer session in 1920. By 1923, it was sharing with the normal schools the task of training university graduates for high school teaching. Two years later, a Department of Education was established in the Faculty of Arts. The first full-year program of teacher education was offered in 1926. The importance of this department was recognized in 1951 when it became a semi-autonomous school attached to the Faculty of Arts. From 1951 until 1956, the School of Education prepared most candidates for high school teaching although university graduates could, if they desired, attend the normal schools to obtain teaching certificates.

When the decision was made to concentrate all teacher education in the University, the British Columbia Department of Education withdrew from active participation in teacher education. The College of Education was established at the Point Grey and Victoria campuses of the University. Since then, Victoria College has become an autonomous university with its own Faculty of Education. The training of teachers and the study of education have likewise become recognized functions of Simon Fraser and Notre Dame Universities.

The growth of the Faculty of Education since 1956 has been impressive: from 905 students in that year to 4,904 students in 1968-69. This growth has justified the faith of those who claimed that the transfer of all teacher education functions to the University would enhance rather than diminish the supply of teachers. In thirteen years, the Faculty has made a major contribution to the status of British Columbia's teaching force as the best educated in Canada. More than half of the province's 19,000 teachers have received part or all of their education at the University of British Columbia. The Faculty of Education now prepares teachers for almost every category of service known to a modern school system.

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* This account of the development of teacher education in British Columbia is based on "Teacher Education in Historical Perspective" by Dr. F. Henry Johnson in **Teacher Education 1956-1966**, published by the Faculty of Education in 1966.

III. NEEDS AND PRIORITIES OF THE FACULTY

This Faculty has three main functions: teaching, service and research. In recent years, growth and large numbers have permitted the acquisition of a large staff of diverse talents, thus providing a base for the development of graduate studies and research programs that are essential if the Faculty is to meet its full responsibilities. At the same time, the demands of burgeoning undergraduate enrolments have retarded such development. The dilemmas presented are not easily resolved, especially in view of severely limited resources, demands for the continuing education of teachers and the many consultative services expected of the Faculty throughout the province.

A. Graduate Programs and Research

In our deliberations, we have been keenly aware of the need for the Faculty to develop more clearly defined priorities. The scope of demands upon the Faculty makes the determination of priorities difficult. Some who urge greater emphasis on graduate studies and research have implied that the Faculty should withdraw almost entirely from undergraduate teacher education. Even if this were possible, it would not be desirable. We do not believe that, in the interests of educational research, the Faculty of Education should cease to train teachers any more than we can imagine that, in the interests of medical research, the Faculty of Medicine should cease to train doctors. But we do believe, especially now that the University of British Columbia is not the only institution in the province at which teachers are educated, that the University and the Faculty of Education should make major efforts in the next decade to develop the Faculty's graduate programs in particular, and its research efforts in general.

Universities are usually organized on the principle that faculty members have two masters, their own scholarly work on the one hand, and their teaching and general service work on the other. It is generally agreed that a viable program of teaching is dependent upon having faculty members who involve themselves in research in their fields. Given the financial stringencies under which all faculties operate, there is always a problem of providing faculty members with sufficient time to carry out their research. This problem is at least as serious in the Faculty of Education as in any other Faculty.

Throughout this report, we propose measures which will enable the Faculty to solve this problem and to establish and develop its graduate programs more securely. In the administrative structure of the Faculty, graduate and teacher education programs have been given well-defined and comparable status. Thus, decisions concerning priorities will be made with the fullest possible consideration of graduate work. At the same time, procedures have been established which are designed to guarantee that graduate programs will be of high quality. These procedures are of two types. On the one hand, the standards ordinarily demanded by the Faculty of Graduate Studies for the establishment of graduate programs and for the acceptance of graduate students have been recognized. On the other hand, the proposed Master of Pedagogy degree (see Chapter Four) enables the Faculty to make a clear distinction between its resident graduate programs and its service function in providing continuing education for its entire professional constituency.

The proposals concerning "basic commitment" (see Chapter Five) are designed to ensure that the Faculty's teaching and service functions are fulfilled as efficiently as possible and that all faculty members share justly in the time available for research.

In performing its teaching function, a faculty of education is involved in procedures which themselves are one of the faculty's major areas of study. Thus, although every faculty of education has and should use research opportunities which are available in schools, it also has significant research opportunities available within the university and, more particularly, within its own confines. Best advantage of this latter opportunity can be taken in the light of our conclusion that a major need of the Faculty is to constantly assess its own work and be capable of responding creatively to the challenges posed by external change. We have, therefore, proposed a structure that provides for a change agent who will have the authority and resources to evaluate the operation of the Faculty and to both propose and initiate changes.

B. Government

We are concerned that maximum opportunity be given to both faculty members and students to participate in decision-making. It is understandable that many faculty members, involved in their own scholarly concerns, are unlikely to aspire to the demanding tasks of administration. However, we believe that decision-making based on advice and consent and utilizing the expertise of all members of the Faculty is likely to be most effective. What seems essential is a balance between authority and participation. Our proposals are designed to give faculty members a voice in operations and policy-making that will enable them to assume their responsibilities as members of the academic community.

As a result of developments during the academic year 1968-69, we have had to break little new ground where student participation in decision-making is concerned. Our proposals in this regard are based on the report of the Committee on Student Involvement, ratified by a staff meeting of the Faculty in January, 1969, but adjusted to take account of our proposed administrative structure. These proposals give students a voice in Faculty affairs at the operational level where, because of the nature of their interest and competence, their contribution is likely to be most effective.

C. External Relations

The Faculty of Education faces demands from its professional constituency no less insistent than those imposed on any professional faculty. Whether it be the provision of consulting services to a school district interested in assessing the efficiency of its administrative procedures, assistance to a secondary school in the implementation of a new science curriculum, the development of a continuous progress program in an ungraded elementary school or the search for new ways of teaching emotionally disturbed children, to name but a few examples of demands upon the Faculty, it is plain that these responsibilities are extensive. Meeting these demands and providing practical and clinical experiences results in claims on the Faculty's resources of staff, budget and time that are belied by simple calendar descriptions of programs and courses. It must be generally appreciated that the Faculty's teaching function is not conventionally academic in character, and that it has responsibilities to a constituency comparable in size to the constituencies of all other professional faculties combined. These considerations suggest that any university budget formula is inadequately conceived if it equates Education with faculties that have purely academic teaching functions or have a less extensive professional constituency.

The relationship of this Faculty to its professional constituency is of prime importance. All professional faculties face perennial problems concerned with balance between general education and specialized training as well as between theory and practice. Of related concern are matters of the character, timing and **locus** of training activities, the degree and nature of the control that the University should exert over these and the concomitant questions of how responsibility for them should be shared with practitioners in the field.

There are no simple solutions to the problems just noted. In the case of teacher education, we see no value in internship or apprenticeship schemes based on a modicum of prior preparation which can hardly be dignified as professional training. Nor do we see value in programs organized in terms of sharp distinctions among elements variously designated as liberal and technical, academic and professional or theoretical and practical, however useful these categories may be for administrative convenience. In particular, we reject any viewpoint that would assign to the University responsibility for the theoretical dimension of teacher education only, while assigning to the school system nearly exclusive responsibility for the practical dimension. We are convinced that new bonds must be forged between the Faculty and the school system which will strengthen rather than attenuate the University's role as the major source of educational innovation. The theoretical component of teacher education must flow from this source and must be firmly wedded to a practical component consisting of carefully devised elements in a total program developed, controlled and evaluated by the University. At the same time, it must be recognized that the practical component of the program requires access to practising professionals, children and youths that cannot be provided in the University. We believe that in this respect our proposals permit mutually reinforcing relationships that will permit such a role while simultaneously strengthening the Faculty's influence on the field. A relationship of the type envisaged will ensure that, in the words of a recent study,*

> "The university's research capability is not dissipated but strengthened by its intimate connection with teaching. Its research excellence furthermore gives it the special opportunity of incorporating professional training and technological development within a research context."

Despite the importance of the issues discussed thus far, they are of less moment to many faculty members and students than needs and priorities in teacher education programs and curricula. To these we devote the next section of this chapter.

IV. SOME ISSUES AND PROBLEMS IN THE EDUCATION OF TEACHERS

A. Education and Social Change

In carrying out our task, we have been frequently enjoined to project future social trends in order to determine the kinds of schools, teachers, and teacher education required in the years ahead. We have chosen not to indulge in such social prophecy, but we recognize the necessity for the Faculty so to organize itself that it can be responsive to changing social and educational trends. In so organizing itself, it will be important for the Faculty to keep in mind a number of specific issues that seem likely to bear with unusual force on educational policy-making.

One such issue concerns what is seen as the traditional role of education in transmitting the cultural heritage *vis à vis* its role as an agent of social change. Like so many issues raised in educational policy discussions, this one is often expressed in misleading and dichotomous terms. While the school in recent times has been viewed by some as having an essentially conservative function, others have pointed to its revolutionary role in conveying to the masses that basic literacy necessary to man the apparatus of a rapidly expanding industrial and technological society. In this latter sense, the school has long been deeply involved in social transformation.

It is difficult to imagine that the need for professional skills of a high order will be less in the future, particularly if solutions on the scale demanded by social reformers are to be found to such contemporary and pressing problems as pollution, poverty and urban blight. We may note too, if only with wry amusement, that contemporary assertions about the decline of the work ethic provide little basis of hope for a life of leisure to teachers and others charged with the demanding responsibilities of our vast and complex system of public education.

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* Harvard Committee. **The Graduate Study of Education.** Cambridge, Mass. Harvard University Press, 1965. p. 9

A century ago, Herbert Spencer asked what knowledge is of most worth. The "knowledge explosion" of our own time poses the same question even more acutely. The curriculum reform movement of the past decade, which has emphasized the updating of content and the acquisition of knowledge in a context of structure, has emphasized anew the need for a sound academic preparation for the teacher. There is no reason to suppose that this need will diminish. At the same time, greater heed is being taken of the concern of the earlier progressive educators for the interests of the child.

In recent years, educators have acquired impressive research evidence concerning the importance of early childhood in cognitive development. They have become increasingly convinced of the need to provide powerful and effective learning environments during these years so that a rich background of sensory experiences will be available to the young child. Such experiences seem essential to intellectual development and to the avoidance of school failure in later years. The recent discovery of poverty by North Americans has underscored the problem of cultural deprivation and its role in retarding the cognitive development of the disadvantaged child. Teacher education programs need to provide opportunities for student teachers to become sensitized to these problems.

B. Professionalism and the Teacher

However difficult it may be to project future social and educational trends as a basis for teacher education programs, the considerations noted above suggest strongly the need for a higher standard of professionalism for teaching than has existed in the past.

The concept of professionalism has evaluative and descriptive aspects. To say that a man is a professional is to praise him. It is also a way of describing whether or not he meets certain recognized criteria. These criteria are usually expressed not in terms of what the professional must do but rather in terms of minimum standards that must be attained if professional status is to be granted.

Minimum standards of professionalism typically inc[illegible] the right of decision-making, expressed by Professor John Macdonald as [illegible]s:*

……

* See John Macdonald, **The Discernible Teacher**, three papers prepared for the Canadian Teachers' Federation Seminar on Teacher Education held in Montreal in May, 1968. p. 10

> ". . . The essence of professionality is to be found in the nature of of decisions that professionals make and are allowed to make. The best way of describing professional decisions is to say that they are rational decisions taken by an individual in the face of uncertainty."

A "rational" decision in this context means, according to Macdonald, one based on a body of professional knowledge (including "theory" and confirmed data) chosen "because it appears to lead to the most attractive outcome" or "maximization condition" and reflecting the right of the decision-maker to "apply his knowledge to specific situations as he sees fit . . ." Macdonald hastens to add that rational professional behavior "should not be construed as the simple reduction of uncertainty since in the hands of the true expert, action becomes experiment, and maximizing behavior a means of obtaining information."*

A second criterion of professionalism is the ability to apply skills based on a conceptual framework. The capacity for rational decision-making implies such a criterion for it necessarily assumes that the professional commands the skills needed to make and carry out his decisions and possesses a set of concepts as a basis for his practice.

We may now consider what happens when to the concept of "professional" as defined above, we add the concept of "teacher". Teaching is an intentional task bound by certain restrictions of manner.** In these terms, the teacher is governed by an intent to assist someone else to learn specified habits, facts, skills, theories or attitudes. This task is constrained by the need to respect the learner's autonomy and to assist him to understand the rational basis for whatever it is desired that he should learn. Because teaching cannot be regarded as a discrete, specific activity, a student teacher should become acquainted with a wide range of teaching strategies. Indoctrination into one particular approach to the complex task of teaching must be avoided.

The concept of the professional teacher presented here is in sharp contrast to what Macdonald has aptly termed the "omnicapable model." He has described this latter view as follows:***

> "Teachers are invited to refer themselves to an omnicapable model, at once intelligent and affectively warm, knowledgeable and tolerant, articulate and patient, efficient and gentle, morally committed and sympathetic, scholarly and practical, socially conscious and dedicated to personal development, fearless and responsible. They

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* Ibid.

** Israel Scheffler, **The Language of Education**. Springfield, Illinois: Charles C. Thomas, 1964.

*** Macdonald, op. cit., p. 21

> are told that they must be specialists in an academic discipline, masters of the techniques of presentation, adept class managers, artful motivators, skillfull diagnosticians, ingenious remedial workers, imaginative curriculum designers, eager inquirers, efficient administrators, helpful colleagues, widely interested citizens, and loving human beings . . . This rush of adjectives, so much in play when educators talk about teaching, can be summarized in a single phrase: teachers are, or ought to be, secular priests."

Simplistic views of teaching, some of which suggest that it is essentially a matter of natural artistry,* and equally simplistic views of educational theory, are greatly abetted by the fact that nearly every adult in society has direct experience with teachers to an extent that is true for no other occupational group. Moreover, as Dr. Frank MacKinnon shows, the administrative organization of public school systems restricts the autonomy of teachers and precludes any pretensions to professionalism.**

It is indeed paradoxical that while teachers are manifestly in this plight they should be enjoined to accept an omnicapable role. For all but a few individuals the concept of the professional teacher as a rational decision-maker demands that a teacher must specialize in *what* he teaches (i.e., a given area of the curriculum) and *who* he teaches (i.e., a given category of children, however defined). In addition, it implies knowledge of a range of teaching strategies which may be said to constitute the *how* of teaching. Any teacher education program built upon such a concept must emphasize specialist preparation and a strong training component.

C. The Components of Teacher Education Programs

A good teacher education program has four components: general or liberal education, specialized education, the theoretical foundations of education and professional education. The last is specifically dealt with in Section D. Here, we shall comment on the other three components.

There are those who deny that any theoretical component is possible or necessary. They point out that some successful teachers have had no theoretical training. It is, of course, equally true that medicine has been practiced successfully (and still is, in some parts of the world) in the absence of any theoretical base. Bridges and highways were built long before civil engineering was based on scientific knowledge.

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* In this connection, one may be reminded of Dr. Samuel Johnson's definition of the amateur as a person "uncorrupted by expertness, and free from the refinements of subtlety".

** MacKinnon, F. **The Politics of Education.** Toronto: University of Toronto Press, 1960, Ch. 5.

Attempts to provide a theoretical component for teacher education programs have typically rested on the assumption that psychology, sociology, history and philosophy include data and theories directly applicable to educational practice. C.E. Smith has observed that this assumption is naive and logically untenable.*

Some teacher educators have ignored the fact that the relation of theoretical knowledge to an occupation is typically indirect. Such knowledge must be adapted to the realities of the occupation concerned. B.O. Smith has summarized the role of theoretical knowledge in teacher education as follows:**

> "One of the chief differences between a teacher who is theoretically-trained and one who is not is that the theoretically-trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretically-trained will interpret events and objects in terms of common sense concepts that have come from the experience of the race permeated with outmoded ideas about human behaviour."

Undoubtedly, and ironically one of the major factors that has militated against serious attention to teacher education in our universities and to the universities' own teaching problems has been the widespread academic view of teaching, learning and schools in terms of the outmoded ideas referred to by Smith.

Because we have provided only the broad parameters for programs in this report and also because we have assigned the responsibility for detailed program planning to departments, our recommendations regarding the theoretical component have been concerned only with an enabling structure and procedures for implementing it. We have, therefore, proposed that in planning programs departments work closely with the educational foundations specialists in the Faculty to develop the theoretical components of specialties to be offered.

For those students planning to specialize in the "what" of teaching, a strong academic background in a discipline is essential. As traditionally presented, undergraduate academic courses have too often assigned the student the role of spectator in the scholarly game. Any reform of undergraduate teaching that introduces him to the inner life of an academic discipline will be particularly valuable to the student in education. Along with the concepts learned in the theoretical component of his professional studies, such teaching should enable the student to begin to deal with the difficult task of transforming a discipline for the purposes of instruction.

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* C.E. Smith, **Educational Research and the Preparation of Teachers.** Vancouver, B.C.: British Columbia Teachers Federation, 1963. p. 2

** B.O. Smith, et al. **Teachers for the Real World.** Washington, D.C.: The American Association of Colleges for Teacher Education, 1969, p. 43.

In addition to his specialized studies, every prospective teacher should have a background of general education some of which, in our plan, will take place in two years of post-secondary study before entering the Faculty of Education. The student in education should also have the opportunity later in his training to elect courses of broad relevance.

There has long been discussion as to whether academic and professional studies in teacher education should be pursued concurrently or consecutively. Our proposals offer a degree of compromise and of choice between these approaches. In all cases, we have made provision for follow-up studies of educational theory and practice after the student has had considerable exposure to schools.

It is our view that a five-year bachelor's program can hardly be expected to produce a master teacher. No undergraduate program can teach everything a teacher should know about education. A high level specialist will require post-graduate training in academic or professional studies or both. Our best contribution to the beginner will be to give him a sense of security when he assumes his full professional role and a concomitant ability to direct his own subsequent education.

D. Training the Professional Teacher

There is an interesting community of opposition to training for teaching that unites some academics and contemporary educational romantics. The former tend to view teaching as a craft, requiring only a knowledge of academic subject matter and a short period of "trial-and-success" apprenticeship. The latter profess to see all efforts at teacher preparation, as they see all formal education, as dehumanizing. In cogently attacking such views, B.O. Smith observes that to many, "training" means "a mechanical performance without a strong basis in theory". On this view,

> "Training a teacher supposedly violates his individuality and makes him incapable of operating as a self-determining agent; it cripples his innovative capacity. This is a strange position because it is contradicted by everything known about training in other occupations. The trained surgeon or airplane pilot will perform his duties more successfully in an emergency than anyone else. A trained individual has relaxed control which frees him from preoccupation with immediate acts so he can scan the new situation and respond to it constructively. Training and resourcefulness are complementary, not antithetical elements of behaviour."*

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* B.O. Smith, **op.cit.,** pp. 78-80. Some of the following discussion of teacher training is based on this recent work by Smith.

Undeniably, a few persons can function with reasonable success with little or no training. This, of course, is true of any profession. However, it is seldom considered that teaching is a mass occupation to a degree that is true of no other profession. In British Columbia, teachers outnumber doctors, lawyers, dentists, architects, clergymen and engineers combined. The scale of the demand for teachers and the complexity of the tasks involved imposes the need for both well organized and varied training programs.

The opinion that teachers are born and not made implies that personality and attitudes are fixed. It reposes little faith in the power of any training process to modify them. Our view is that teacher preparation should be designed to help the prospective teacher use his personality to best advantage.

Anyone who has worked with student teachers is aware of the feelings of insecurity of the typical neophyte arising out of what have been called "self-oriented" and "other-oriented" attitudes and feelings. Aggressiveness towards students, an extreme anxiety to be liked or feelings of inadequacy may all affect his teaching behaviour. So may his dislike of or fondness for particular pupils and his dislike of particular ethnic or socio-economic groups. Such attitudes and feelings, stemming from the teacher's view of himself and other people and situations, can prevent him from interacting effectively with students, parents and colleagues. Even though a student specializes as we propose, the training component of a teacher education program must permit him to acquire a variety of skills and sensitivities related to the teaching of subject matter, to classroom management and to relationships with others.

The widely acknowledged inability to identify good teaching procedures is partly a result of the lack of any satisfactory descriptive base for teaching. There exists no adequate systematic analysis of the teacher's work. During the past decade, however, educational researchers have devoted much attention to the analysis of classroom behaviour, e.g., the degree of empathy between teacher and pupils, the logical pattern of discussion, the extent of participation by pupils, the level, type and quality of questioning and the teacher's linguistic skill.

Although much research remains to be done to determine which of the many techniques that have been observed and classified in fact work best in particular circumstances, there is now hope that training programs can be devised that will provide a base for developing an array of specific teaching skills. Conventional practice teaching has been described as akin to learning ballet by giving a public performance or to learning surgery by immediately performing an operation. Instead, we propose that emphasis be placed initially on the analysis of the teaching task into relatively discrete units. The student should first learn and practice specific skills with small groups of pupils or in simulated teaching situations. As a repertoire of skills is developed, the student should begin teaching full lessons to larger groups until he is judged ready to assume responsibility for a sequence of lessons in a regular classroom. Eventually, he should assume responsibility for a regular teaching assignment under Faculty supervision over a period of weeks or months in a school.

E. The Professional Teacher as a Functional Specialist

Given the need for the teacher of the future to be a responsible decision-maker, it is evident that he will need to function in a more specialized way. As we have said, specialization for undergraduate students should be based on the categories of *what* is taught and *who* is taught, both informed by a knowledge of teaching strategies or of what might be called the *how* of teaching.

Specialization in the terms described will require the organization of real and vicarious experiences for students. The design of our Teacher Education Plan makes possible a wide variety of experiences with children and schools. Vicarious experiences will require the use of simulated materials, including filmed sequences of classroom activities, training films, videotaped demonstrations and education games, these last analogous to the military and business games now widely used for training in those spheres.

Instructional materials will be essential. Such materials will have two uses: (1) as a source of data for developing the student teacher's conceptual skills so that he can analyze teaching situations effectively; (2) as a means of developing his skills by observing poor, typical and high-level teaching performances. As important as the materials will be the training of faculty in their use and in the techniques required by new approaches to teacher education.

The new emphasis on specialization is closely related to the public demand that more individual attention be given to children. In the face of this demand, the teacher's role can no longer remain undifferentiated, requiring him to perform every function from that of clerk to high-level instructor. It seems unlikely that we shall continue to operate on the assumption that the teacher should be adequate or equally effective with all children and all problems in a class. As Sarason and his colleagues point out, no other professional is expected to deal with equal competence with all clients and their problems.*

The appearance of such personnel as the teacher's aide (of which there were approximately 1000 in British Columbia in 1968-69, a ratio of better than one aide per twenty teachers), the technician and the department head are clear evidence of a trend. Coincident with this trend has been the appearance of instructional teams and the increasing use of varied instructional units e.g., tutorial, independent study, seminar, laboratory, large group, and the conventional classroom units.

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* Sarason, S.B. et al, **The Preparation of Teachers: an Unstudied Problem in Education.** New York: John Wiley and Sons Inc., 1962. p. 80.

Differences in salary and prestige have often been associated with the level at which one teaches. Recently, we have begun to recognize the absurdity of investing the least resources at the level, viz., the early childhood years, that is now seen as crucial for learning. No longer can any teacher education program justify a differentiation in length, rigor or status based on the conventional levels of the school system. For this reason, our proposals in Chapter Three call for a single, five-year Bachelor of Education degree. We have also concluded that the preparation of professionals should be the only responsibility of the Faculty of Education at the undergraduate level. This does not mean that we deny the need for subprofessionals in the school system. On the contrary, teacher professionalism implies the need for such personnel. The training of subprofessionals should be the responsibility of other institutions as we have suggested elsewhere in this report.

F. Can Teacher Education Make a Difference?

It has frequently been asserted that no teacher education program can succeed because its products will inevitably become socialized to the *status quo* of the school system. While there is no conclusive evidence regarding the superiority of any way of training teachers, in the same way that there is no conclusive evidence of any superior way of training doctors or engineers or of organizing liberal arts curricula, we believe that a program with a graduated training component can be effective, particularly if it puts the student's first prolonged teaching experience under faculty control.* We believe that such a program provides the best hope of countering any tendency of the neophyte to be overwhelmed by the conventional wisdom of the school system. His initial prolonged exposure to the classroom is an aspect of his experience in which faculties of education have often had little or no voice. Our proposals provide for this voice as well as for assessment of beginning teacher performance following the award of the Bachelor of Education degree.

V. THE STUDY OF EDUCATION

We have proposed a Teacher Education Plan that provides broad parameters for new programs based on a greater specialization of function by faculty members and a concomitant greater specialization on the part of students. This plan, presented in Chapter Three, should be viewed as a broad design, the development of which will be the responsibility of individuals and their departments. It is also evident that provisions for development, planning, and assessment will be essential. In making these provisions, we believe that we have simultaneously provided new incentives for graduate studies and research programs. The Faculty has a major responsibility for the promotion of educational research as an area of broad scholarly concern.

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* It is noteworthy that the Faculty of Medicine of this University has just announced the fusion of its training program and the medical internship into a single component, thus eliminating the traditional post-graduate internship.

Because teacher education arose out of a pressing social need, it was originally unconnected with the university and in its practical endeavors was little concerned with research. As teacher education came under the university's umbrella, a more theoretical orientation began to develop. Even so, research concerns remained subject to the immediacy of practical demands, a circumstance hardly calculated to improve either their objectivity or their quality. As noted earlier, a naive expectation developed that the behavioral sciences could supply direct answers to educational questions. This put educational psychologists under pressure to provide premature, speculative suggestions. The child study enthusaists, on the other hand, attempting to view the child and the learning process whole, ignored the precise, observational methods of the scientist. Others indulged exuberantly in deriving normative propositions from the writings of philosophers. In these circumstances, discourse about education employed what Brauner has aptly termed "poetic analogy as substantive knowledge and fictional hypotheses as causal explanations".*

The current vogue for speculative criticism of education and the search for an all-inclusive theory of education entails all the perils to which traditional educational research has been prone. Possibly the greatest peril is to ignore the immense complexity of the educational enterprise. This enterprise, and the reform of it, presents a challenge not less than that now confronting us in regard to poverty, housing, pollution, or urban planning. Discerning students of public affairs who are only too painfully aware that innumerable political, social and economic theories compete to provide a variety of unsatisfactory answers to these problems, will resist the common temptation to provide simplistic, ready-made solutions to educational problems.

There are two facets of contemporary educational reform efforts that merit critical attention. The first involves those who would rationalize education and improve the efficiency of the learning process by using the planning and control techniques of systems analysis that have been widely applied to business, industrial, space and military problems. The aims of such reformers are not necessarily anti-humanistic. They point out that the sometimes dehumanizing nature of the present educational process may be due in part to the absence of adequate planning techniques.

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* Charles J. Brauner, **American Education Theory,** Englewood Cliffs, N.J. Prentice Hall, Inc., 1964, p. 303.

A second approach to educational reform comes from those whose chief criticism of contemporary education is that it is already over-rationalized and is consequently bereft of humanity and feeling. These critics have written powerful and often moving indictments of the frequent failure of our schools to touch the lives of the young, particularly of the disadvantaged.* It would be unfair to categorize their proposals for reform under a single rubric but, generally, they may be said to favor less rather than more structure at any level of the educational system, a de-emphasis on formal approaches to learning and an emphasis on spontaneous and personalistic approaches. These reformers most frequently invoke "excitement" and "relevance", usually undefined, as two criteria of successful educational activity. Despite their tendency to oversimplify educational problems, their telling criticism and positive proposals must be taken into account.

The point to be made in discussing any approaches to educational reform is the need for rigorous scholarly inquiry to be applied to the many questions raised. We believe that our proposals for the organization and administration of graduate studies and our proposed staffing policies provide the means whereby this Faculty can become a major center for the conduct of sound research. The challenge to the Faculty is

> ". . . to identify and feed into the centre of the University the live problems of school and community, and concurrently to concentrate all relevant energies of the university upon the educational enterprise and its motivating ideas and hopes."*

A proper response to such a challenge will require the Faculty to take the study of education no less seriously than it will take the training of professional teachers.**

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* See, for example, Jonathan Kozol, **Death at an Early Age.** Boston: Houghton Mifflin Co., 1967.

** Harvard Committee, **op. cit., p. 13.**

CHAPTER II

FACULTY STRUCTURE AND GOVERNMENT

I. RATIONALE AND PRINCIPLES

This Faculty has three main functions: teaching, research and service. It seems patent to us that the complexities of the study and practice of education demand a major place for Faculty specialization while simultaneously requiring the high degree of co-operative endeavor implied by the existence of a professional faculty. The functions of the Faculty should be more than the accumulated activities of its members. It should be goal-oriented, containing within itself the means of assessing its progress toward its aims and of redefining those aims as circumstances demand.

Faculty specialization, co-operative endeavor, the definition of goals and the selection of appropriate means to their attainment all imply the need for a structure that will provide for coherence and adaptability, especially in an organization as large as this Faculty. Coherence is necessary so that the Faculty can operate as a functional whole while adaptability permits both adjustment to external change and the deliberate initiation of internal change.

In addition to providing mechanisms for achieving coherence and adaptability, a system for government must be established. This system should be based on the democratic notions of advice and consent, strive to achieve a balance of power among the elements of the structure, provide for accountability in decision-making, maintain a balance between participation and efficiency and clearly define the channels for decision-making.

It is our view that the principles which should animate the future structure and government of the Faculty must display the following characteristics:

A. Provision for a person with strong administrative powers and responsibilities to act as a change agent.

B. Mechanisms for deliberating and formulating policies and programs.

C. Clearly defined channels for participation by faculty and students in the affairs of the Faculty.

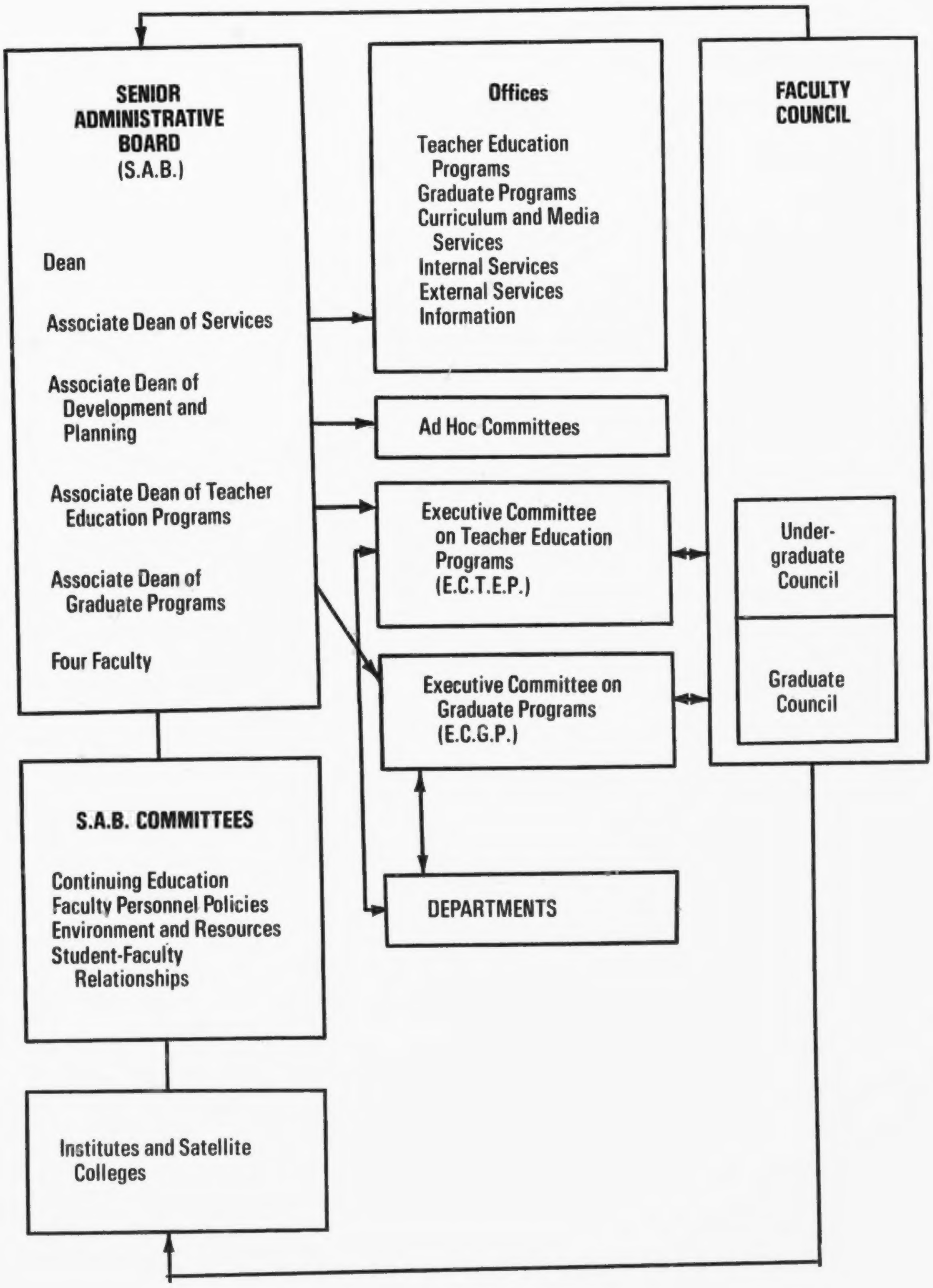
D. A means for the systematic collection of information.

E. Channels for decision-making which encourage the making of decisions at the lowest possible level.

F. A structure which, of itself, maintains a constant institutionalized pressure for deliberate informed change.

II. THE PROPOSED STRUCTURE AND GOVERNMENT

A. Model of the Proposed Structure


SENIOR ADMINISTRATIVE BOARD (S.A.B.)
Dean
Associate Dean of Services
Associate Dean of Development and Planning
Associate Dean of Teacher Education Programs
Associate Dean of Graduate Programs
Four Faculty
Offices
Teacher Education Programs
Graduate Programs
Curriculum and Media Services
Internal Services
External Services
Information
Ad Hoc Committees
Executive Committee on Teacher Education Programs (E.C.T.E.P.)
Executive Committee on Graduate Programs (E.C.G.P.)
DEPARTMENTS
FACULTY COUNCIL
Undergraduate Council
Graduate Council
S.A.B. COMMITTEES
Continuing Education
Faculty Personnel Policies
Environment and Resources
Student-Faculty Relationships
Institutes and Satellite Colleges

B. Organization and Government

1. The Faculty Council

This Council, consisting of all individuals of faculty rank, is for many purposes the ultimate legal body of the Faculty. It will hold at least two full-day meetings per year and will be called into session and chaired by the Dean. Notice of all motions on all substantive matters must be given in writing to the Information Office at least two weeks before each meeting and must be circulated to all members of the Council at least one week prior to each meeting.

The functions and powers of the Faculty Council are as follows:

a. to recommend to the Senior Administrative Board or to the Associate Dean of Development and Planning the dissolution of any committee. The Council may also request the Senior Administrative Board and/or the Associate Dean of Development and Planning to establish such standing or *ad hoc* committees as it may deem requisite.

b. to alter the structure and organization of the Faculty by an affirmative vote equal to or greater than the majority of the total council provided due notice of motion has been given as prescribed above.

c. to pass on all matters under its jurisdiction which must be referred to Senate and other external bodies.

d. to elect faculty members to standing committees of the Senior Administrative Board.

e. to recommend to the Board of Governors termination of the appointment of the Associate Dean of Development and Planning.

f. to sanction any new standing committees established by the Senior Administrative Board.

2. The Senior Administrative Board

a. **Composition**
The Senior Administrative Board is composed of the Dean, the four Associate Deans and four members of the Faculty Council. The Dean and the four Associate Deans are appointed according to University regulations. Upon the initial establishment of the Board, the four faculty members will be appointed by the Dean from a list of nominees as de-

scribed below for terms of one to four years. Subsequently, they will be elected by secret ballot of the Faculty Council. Nominations of candidates for these four positions will be made, both initially and subsequently, by faculty and/or students according to these regulations:

i. Fifteen signatures are required for any nomination.

ii. Each faculty member and/or student may sign only one nomination.

iii. Nominations are forwarded to the Information Office where they are processed to ensure that they are legitimate.

iv. For the initial establishment of the Senior Administrative Board, the Information Office forwards the list of legitimate nominees, without the source of the nominations, to the Dean. As these positions subsequently become vacant and open to direct election, the Information Office uses the same nomination procedure, prepares ballot papers and supervises the elections.

v. No faculty member may be re-elected to the Senior Administrative Board until after a period equal to the term of office he or she has served. In the event of an unexpired term of any faculty member, the procedures described above will be followed to obtain a replacement to complete the term.

b. Functions and Powers of the Senior Administrative Board

i. to rule finally on all major matters of policy referred to it by the Dean, Associate Deans, committees and departments.

ii. to assign policy making, advisory and deliberative powers to committees under its jurisdiction.

iii. to initiate or abolish departments.

iv. to supervise the overall growth and development of the Faculty.

v. to hold semi-annual public meetings* to discuss plans and progress.

vi. to distribute annually the total pool of basic faculty commitment in accordance with Recommendation 51 of this report.

vii. to serve as, or to nominate members to, search and selection committees for new appointees to senior administrative positions (associate deans, assistant deans), subject to university policies regarding such appointments.

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* A "public meeting" in this context refers to a gathering open alike to students and faculty where duly constituted groups may report informally on their work and where informal discussion and deliberation may take place.

viii. to initiate action, along with the Dean and departments, to employ new faculty members.

ix. in consultation with departments, to designate faculty as members of the Graduate Council according to criteria established by the faculty of Graduate Studies and the Committee on Faculty Personnel Policies.

x. to approve the establishment of teacher education and graduate programs.

xi. to receive proposals regarding the Faculty budget and to forward them, with recommendations, to the Dean.

xii. to meet at least annually with the Minister, Deputy-Minister and staff of the Department of Education, with the executive of the British Columbia School Trustees' Association, and with the table officers of the British Columbia Teachers' Federation.

xiii. to implement the recommendations directed to the Senior Administrative Board in other chapters of this report.

xiv. to establish committees in three ways only:

  (a) by creating standing committees subject to the approval of Faculty Council;

  (b) as subsets of its own membership;

  (c) by request to the Associate Dean of Development and Planning.

Functions and Powers of Senior Administrative Board Members

i. **The Dean** has the following responsibilities:

  (a) to oversee the work of the Faculty as "Chairman of the Board".

  (b) to give long-term continuity to the Board.

  (c) to appoint a specified number of faculty members to both Executive Committees and to the Student-Faculty Relationships Committee.

  (d) to recommend to the Board of Governors, subject to the approval of the Faculty Council, the renewal of the appointment of the Associate Dean of Development and Planning.

  (e) to recommend to the Board of Governors termination of the appointment of the Associate Dean of Development and Planning.

  (f) to call into session and to chair meetings of the Faculty Council.

(g) to act as the liaison officer between the Faculty and the governing bodies of the University.

(h) to assign each Faculty member to one (and only one) department, in consultation with such member, and with the Senior Administrative Board and department heads.

(i) to set, subject to the constraints of general University policy as set forth in the Faculty Handbook of March, 1967, and in discussion with each faculty member, his/her salary as guided by general criteria established by the Committee on Faculty Personnel Policies.

(j) to recommend to the Board of Governors all initial appointments to the Faculty in consultation with the departments concerned, or in the case of new department concurrently being formed, in consultation with the Senior Administrative Board.

(k) to initiate action to employ, promote, give tenure to or to discharge faculty members, in consultation, where appropriate, with the Committee on Faculty Personnel Policies, department chairmen and the Senior Administrative Board and according to due process respecting these matters as prescribed by University regulations.

(l) to promote the general welfare and growth of individual faculty members by establishing policies regarding such matters as sabbatical leaves, travel grants and other opportunities for individual scholarly renewal.

(m) to act as Co-ordinator of Faculty Professional Growth as set forth in Recommendations 52 and 53 of this report.

(n) to act as chairman of the Committee on Faculty Personnel Policies and the Committee on Continuing Teacher Education.

(o) to establish the Faculty budget in consultation with the Senior Administrative Board.

ii. The Associate Dean of Development and Planning

This Associate Dean is appointed for a three-year term. At the end of each term, termination of his appointment may be recommended to the Board of Governors by the Dean or by a vote of the Faculty Council equal to or greater than a majority of the total Council. The first incumbent must be from outside this University. The functions and powers of the Associate Dean of Development and Planning are:

(a) to encourage and initiate innovative and experimental programs* so that the planning and initiation of deliberate change will receive high priority within the Faculty. When a given experimental project has been carried through the stages of planning, pilot operation and evaluation, the Associate Dean, with the advice of the *ad hoc* committee formed to conduct it, will decide to transfer responsibility for it to the Executive Committee on Graduate Programs, to that on Teacher Education Programs, or to scrap the project.

(b) to evaluate new and on-going programs, the latter in consultation with the appropriate committees and/or faculty directly involved. For this purpose, the Associate Dean of Development and Planning will have *ex officio* membership on all executive and Senior Administrative Board committees.

(c) within the portion of the total Faculty commitment-units allotted to him, (see Recommendation 51 of this report) to assign and oversee institutionally sanctioned research.**

(d) within the portion of the total Faculty basic commitment-units assigned to him, to appoint *ad hoc* committees for the purposes referred to above and, at the request of members of the Faculty, the Senior Administrative Board or students, to establish similar committees for the study of any matter of concern to the Faculty.

(e) to forward budget estimates to the Senior Administrative Board.

(f) to implement specific recommendations directed to the Associate Dean of Development and Planning elsewhere in this report.

iii. **The Associate Dean of Graduate Programs** has the following responsibilities:

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* It might be expected that existing experimental programs that now operate more or less outside our main programs would provide good starting points for the innovative function of the Associate Dean of Development and Planning.

** We wish here to distinguish between institutionally-sanctioned research and research not so sanctioned. Institutionally-sanctioned research is research which is counted as part of a faculty member's basic commitment. Much, but not necessarily all such research will become institutionally-sanctioned by being so designated by the Associate Dean of Development and Planning so as to fulfil his responsibility for innovation within the Faculty and for the evaluation of its operations and innovations. Some may also be conducted under the aegis of the Senior Administrative Board.

(a) to act as chairman of the Executive Committee on Graduate Programs (ECGP) and of meetings of the Graduate Council.

(b) to implement all policies established by the Executive Committee on Graduate Programs.

(c) to supervise the operation of programs approved by the Senior Administrative Board and by the Executive Committee on Graduate Programs and sanctioned by the Graduate Council.

(d) to forward, with recommendations, and in consultation with departments concerned, budget estimates to the Senior Administrative Board.

(e) to allocate faculty members to duties in accordance with guidelines established by the Senior Administrative Board in consultation with departments and according to each faculty member's basic commitment as assigned in accordance with Recommendation 51 of this report.

(f) in consultation with the Associate Dean of Teacher Education Programs and department chairmen, to assume responsibility for scheduling in the Faculty.

iv. **The Associate Dean of Teacher Education Programs** has the following responsibilities.

(a) to act as chairman of the Executive Committee on Teacher Education Programs and of meetings of the Undergraduate Council.

(b) to implement all policies established by the Executive Committee on Teacher Education Programs and sanctioned by the Undergraduate Council.

(c) to supervise the operation of programs approved by the Senior Administrative Board and by the Executive Committee on Teacher Education Programs and sanctioned by the Undergraduate Council.

(d) to forward, with recommendations, and in consultation with departments concenred, budget estimates to the Senior Administrative Board.

(e) to allocate faculty members to duties in accordance with guidelines established by the Senior Administrative Board in consultation with departments and according to the terms of each faculty member's commitment as assigned in accordance with Recommendation 51 of this report.

(f) in consultation with the Associate Dean of Graduate Programs and department chairmen, to assume responsibility for scheduling in the Faculty.

v. **The Associate Dean of Services** has the following responsibilities:

(a) to supervise the operation of the Offices.

(b) to determine the administrative procedures needed to implement established policies.

(c) to appoint directors of Offices.

(d) to forward, with recommendations and in consultation with the offices concerned, budget estimates to the Senior Administrative Board.

d. Functions and Powers of Committees of the Senior Administrative Board

There are four standing committees directly under the Senior Administrative Board. They have such general policy making, advisory and deliberative powers as the Board may assign. They are to be distinguished from the two Executive Committees already noted: that on graduate programs (ECGP) and that on teacher education programs (ECTEP). These standing committees must, like the Senior Administrative Board itself, hold semi-annual public meetings.

The composition of the Senior Administrative Board Committees and the functions and powers suggested for each one are as follows:

i. Continuing Teacher Education

(a) **Composition:** This committee includes the Dean as chairman, and the following individuals or their nominees: The Associate Dean of Development and Planning, the Associate Dean of Teacher Education Programs, the Associate Dean of Graduate Programs, the Director of Summer Session, the Director of University Extension and the Director of the Department of Professional Development of the British Columbia Teachers' Federation.

(b) **Functions and Powers**

(1) to serve as a focus for all continuing education work of the Faculty.

(2) to recommend policies and priorities to the Senior Administrative Board for Education-Extension Programs.

(3) to recommend general goals regarding the continuing teacher education function of the faculty.

(4) to maintain close relationships with the Inter-University Liaison Committee on Continuing Education.

(5) to serve as the formal channel for representation to the Faculty of views and policy recommendations from major bodies interested in continuing teacher education, such as the Department of Extension, other faculties, the British Columbia Teachers' Federation and the Department of Education.

(6) to implement specific recommendations directed to it elsewhere in this report.

ii. Faculty Personnel Policies

(a) Composed of the Dean, who will be a voting member and who will act as chairman, and six full professors elected annually by the Faculty Council.

(b) Functions and Powers

(1) to establish criteria for salaries, promotions, tenure and appointments, within such guidelines and/or constraints in these matters as may lie beyond the Faculty's jurisdiction.

(2) to receive and consider all recommendations for reappointment, promotion, granting of tenure and termination of appointment.

(3) to refer to the Dean all recommendations received by it in consideration of (2) above. Nothing in these provisions shall be construed as limiting the Dean's freedom of action in dealing with the University Senior Appointments Committee or with any other bodies outside the Faculty's jurisdiction. The Dean will not necessarily be bound by the advice of the Committee but is nonetheless required to seek it.

(4) to act as an appeal route to the Dean within the Faculty and as a route of appeal to bodies outside the Faculty on all

matters concerning re-appointment, promotion, tenure and salary. Nothing in this proviso shall be construed as limiting any faculty member's right to utilize any appropriate appeal channels that may be open to him anywhere in the University.

(5) to maintain liaison with Associate Deans and department chairmen regarding all matters within its purview.

(6) to establish criteria for membership on the Graduate Council.

(7) to implement specific recommendations directed to this Committee elsewhere in this report.

iii. Environment and Resources

(a) Composed of the Director of the Office of Curriculum and Media Services, the Director of the Office of Internal Services, the Chairman of the Department of Art or his nominee, the Chairman of the Department of Industrial Education or his nominee, two faculty members elected by Faculty Council, and two students designated by the Student Assembly. This committee will elect its own chairman.

(b) **Functions and Powers**

(1) to supervise and maintain a high quality environment, including displays, furnishings, decor, etc.

(2) to make recommendations regarding the disposition of that part of the Faculty budget devoted to maintaining and improving the environment.

(3) to determine policy concerning the operation of the Office of Curriculum and Media Services.

(4) to maintain liaison with the Library, the Department of Physical Plant and any other university bodies having concerns similar to those that fall within its purview.

(5) to implement specific recommendations directed to it elsewhere in this report.

iv. Student-Faculty Liaison

(a) Composed of five students, designated by the Student Assembly, two faculty members appointed by the Dean and three faculty members elected by the Faculty Council. This committee will elect its own chairman.

(b) **Functions and Powers**

(1) to establish procedures for student-faculty liaison.

(2) to serve as a route of appeal for student-faculty relations.

(3) to recommend to Faculty Council guidelines for student representation on decision-making bodies of the Faculty.

(4) to implement specific recommendations directed to it elsewhere in this report.

3. Ad Hoc Committees, Executive Committees and Departments

a. Ad Hoc Committees

These committees will be established by the Associate Dean of Development and Planning according to the terms and for the purposes described on pages 23 and 24. Members of *ad hoc* committees will be appointed by the Associate Dean. In the case of *ad hoc* committees established by the Associate Dean of Development and Planning at the request of the Faculty Council or the Senior Administrative Board, these bodies will have the right to set appropriate guidelines governing the membership of such committees as well as to state their terms of reference. Each *ad hoc* committee established for less than one year will hold at least one public meeting during its existence. If established for one year or more, it will hold semi-annual public meetings as prescribed for other committees.

b. Executive Committee on Graduate Programs (ECGP)

This Committee will be chaired by the Associate Dean of Graduate Programs. It will comprise four faculty members elected by the Graduate Council, two members of the Graduate Council appointed by the Dean and one doctoral student designated by the Student Assembly. For purposes of selecting this Committee, departments will be regarded as comprising three categories: *curriculum and teaching, professional service* (including educational administration) and *educational foundations* (including psychology). All categories must be represented on the committee. The Dean's appointees will be chosen so as to ensure such representation in the event that the elected faculty members do not represent the three categories. The Executive Committee on Graduate Programs will sanction, oversee and evaluate all graduate programs. Such evaluation will normally be conducted in co-operation with the Associate Dean of Development and Planning. It will consider any proposals for new graduate programs ensuing from feasibility studies undertaken by the Associate Dean of Development and Planning. The committee will implement all specific recommendations directed to it elsewhere in this report.

c. Executive Committee on Teacher Education Programs (ECTEP)

This Committee will be chaired by the Associate Dean of Teacher Education Programs. It will comprise three faculty members elected by the Undergraduate Council, one elected by the Graduate Council to represent the interests of Route 3 and 4 students, two appointed by the Dean and one student member appointed by the Student Assembly. The categories referred to in describing the membership of the Executive Committee on Graduate Programs (see above) will also be used as a basis of faculty representation on ECTEP. The Executive Committee on Teacher Education Programs will sanction, oversee and evaluate all teacher education programs. Evaluation will normally be conducted in co-operation with the Associate Dean of Development and Planning. The Committee will assume these functions for any experimental project of which it approves and which is transferred to it by that Associate Dean. The Executive Committee on Teacher Education Programs will implement all specific recommendations directed to it elsewhere in this report.

d. Departments

It will be observed that the Commission has essentially retained, with some modifications and additions, the existing departmental structure of the Faculty. Much thought was given to this question, particularly in view of several briefs that suggested various forms of grouping of departments. Such groupings may be appropriate or even necessary for a small faculty of education. We have concluded that, given the large size of this Faculty, and the present stage of its development, the existing system is more suitable. It permits faculty members to work together in their areas of mutual interest and competence and is consistent with the kinds of specialized undergraduate and graduate programs that we envisage for the future. At the same time, we believe that the programs *per se* and the total structure will permit a degree of co-operative endeavour that will act as a counter to excessive specialization.

i. Functions and Powers of Departments

(a) to propose new programs to the Executive Committee on Teacher Education Programs, the Executive Committee on Graduate Programs or the Associate Dean of Development and Planning.

(b) to design, within their specialties, and in cooperation with foundations departments and other concerned groups, the content for activities and courses to meet the requirements of programs approved by Executive Committees and/or *ad hoc* committees.

(c) to provide a vehicle for the exchange of ideas in their area of competence.

(d) to rule on the acceptability of colleagues for teaching credit courses and participating in other departmental activities.

(e) to make recommendations to the Dean and the Committee on Faculty Personnel Policies regarding salary, promotion, tenure and appointment of their members.

(f) to send budget estimates to the Senior Administrative Board.

(g) to initiate action, through each chairman, to employ new faculty members in each department and to arrange for meetings between members of the department and prospective colleagues when appointments are under consideration.

(h) to elect chairmen at three-year intervals by arrangements to be made through the Office of Information.

(i) to designate in each department a Graduate Program Adviser who must be a member of the Graduate Council and who will act as a co-ordinator of graduate studies in the department.

(j) to implement specific recommendations directed to departments elsewhere in this report.

ii. Formation and Disbandment of Departments

(a) A department must consist of no fewer than three members (ideally, not fewer than five). Departments of fewer than three members, if not composed of that number within three years of the establishment of this structure, will amalgamate with other departments by action of the Senior Administrative Board. Upon the initial establishment of the Board, it will designate a list of departments which may be subsequently added to or reduced as circumstances require. A suggested first list follows: Art, English (including Librarianship), Social Studies, Music, Science (including Agriculture), Mathematics, Second Languages, Physical Education, Reading, Industrial Education, Speech, Communications and Media, Special Education, Educational Psychology, Guidance and Counselling, (including Health Education), Educational Administration, Commerce, Home Economics, Adult Education, Higher Education, Educational Foundations, Early Childhood Education, Teaching Strategies and Curriculum, Cross-cultural Education.

The Department of Communications and Media is the new title of the former Department of Audiovisual Education. The Department of Early Childhood Education is a combination of the existing Primary and Pre-school departments in the Faculty, as recommended to COFFE by those departments. This department will assume responsibility for the two Early Childhood specialties designated in the Teacher Education Plan in Chapter Three. The Department of Curriculum and Teaching Strategies is a proposed new inter-disciplinary department that will bring together faculty members concerned with teaching strategies, the related areas of programmed instruction and sensitivity training, and those concerned with curriculum studies at the elementary and secondary school levels. This Department will assume responsibility for the two Later Childhood specialties designated in the Teacher Education Plan in Chapter Three. The Department of Cross-cultural Education is a proposed new department, bringing together faculty members interested in the teaching of ethnically distinct groups such as Indian children and recent immigrant groups who may be at a disadvantage in our public schools because of cultural differences. There is good reason to believe that initially such a department could be partially or wholly funded from outside the University.

(b) All faculty will be assigned by the Dean, by procedures described on page 23 to one and only one department. This will not preclude a member of faculty from participating in the work of other departments or in programs involving departments other than his own. A department is best regarded as a faculty member's disciplinary home.

(c) Two or more departments may be combined to form a larger department, rarely exceeding twenty members. This may be done in either of the following ways:

(1) the departments concerned may, on their own initiative and with the approval of the Senior administrative Board, form such larger groups.

(2) the Senior Administrative Board may take the initiative in establishing such larger departments. The chairman of each combined department should be chosen as described in d.i. (h) above.

(d) Departments may be disbanded in the same manner as that prescribed for their establishment in (c) above.

(e) Where a new member of faculty represents an area of disciplinary interest of fewer than three persons, such member shall be assigned by the Dean to a legally constituted department.

4. Offices

The area of Services is composed of a set of offices under the supervision of an Associate Dean. Some offices will be staffed largely by non-academic personnel but faculty members will be assigned duties, especially as regards counselling and statistical and computer services, as part of their basic commitment. Most of these offices will likely be headed by non-academic directors. The Office of External Services and the Office of Cirriculum and Media Services should be headed by academics who might well be appointed as assistant deans.

a. Functions and Powers of the Offices

i. to carry out the routine administration of services for the Faculty.

ii. to implement established policies.

iii. to forward budget estimates to the Associate Dean of Services.

b. Proposed Offices

i. **Office of Teacher Education Programs:** This Office oversees interviews, admissions, registration, counselling, records and all direct contact with students regarding programs. Counselling should be assigned a separate location.

ii. **Office of Graduate Programs:** This Office has similar responsibilities at the graduate level.

iii. **Office of Curriculum and Media Services:** This Office serves as a resource center concerned with curricula and other library materials and technical staff. The Senior Administrative Board Committee on Environment and Resources, under whose aegis this office operates, should explore the possible relationships between it and the University Library and the Department of University Extension.

iv. **Office of Internal Services:** This Office administers the budget, supplies, materials, mail and clerical and custodial staffs. It is also the secretariat of the Senior Administrative Board, of Standing Committees of the Board, of Executive Committees and of the Associaate Dean of Development and Planning.

v. **Office of External Services:** This Office administers the Associateship component of the Teacher Education Plan and all school experiences as recommended in Chapter Three, and serves as the principal official channel of communication with outside groups.

vi. **Information Office:** This Office co-ordinates statistical services to the Faculty, intra-faculty communication, and all computer facilities within the Faculty. It administers all votes and surveys within the Faculty and issues regular information bulletins for internal and external circulation.

5. Constituencies for Deliberation and Policy-Making Decisions

a. **The Faculty Council** is the ultimate deliberative and policy-making body of the Faculty. Its functions and powers are described on page 20.

b. **The Graduate Council** deliberates on and ratifies policies concerning graduate programs, serving for this purpose as the constituency of the Executive Committee on Graduate Programs (ECGP). The Council is composed of faculty members appointed by the Senior Administrative Board in accordance with criteria established by the Committee on Faculty Personnel Policies. It includes two graduate students designated by the Student Assembly.

c. **The Undergraduate Council** deliberates on and ratifies policies concerning teacher education programs, serving for this purpose as the constituency of the Executive Committee on Teacher Education Programs (EC TEP). The Council is composed of all faculty members involved in teacher education programs and eight students designated by the Student Assembly.

d. **Public Meetings.** The Senior Administrative Board, its committees, executive committees and *ad hoc* committees will hold regular public meetings as set forth elsewhere in this document.

e. **Departments** will serve as constituencies for their members regarding all matters within their jurisdiction.

In concluding this chapter, we recommend that:

1. *The plan for the structure and government of the Faculty set forth above be instituted forthwith.*

A final problem concerns the role of the School of Physical Education and Recreation. Several years ago, the School was placed under the administrative jurisdiction of the Faculty. With respect to budget, programs and other matters, it operates largely independently of the Faculty. We believe that the size, operation, prestige and future plans of the School merit its existence as a separate faculty. Accordingly, we recommend that:

2. *The School of Physical Education and Recreation be established as a faculty of the University, under the administrative jurisdiction of a Dean who will represent its interests on Senate.*
3. *All potential teachers of Physical Education continue to be recommended for certification by the Faculty of Education.*

CHAPTER III

TEACHER EDUCATION PROGRAMS

I. INTRODUCTION

Our discussion of future teacher education programs is based on the assumption that a next stage in the growth of the Faculty of Education should be the adoption of a five-year Bachelor of Education degree as the basic undergraduate sequence. We present here a plan which permits the student to elect any one of thirty or more *programs,* each concerned with a specialty and to follow one of two *routes* to the degree. Two further routes are presented, open to those who enter the Faculty with degrees from other faculties or from other universities. These further routes will lead to teacher certification and, according to certain requirements, to a new Faculty degree, the Master of Pedagogy (M.Ped.) which is described in Chapter Four.

For the student teacher, studies in Education will center on *what* is taught *who* is taught and *how* teaching is done. While several new specialties are suggested, a good number of them might resemble the present majors. The specialties are centered on discipline areas such as Science, English, or Music or on such categories of children as are implied by Special Education or Early Childhood Education. It is not assumed, however, that the Bachelor of Education degree represents complete preparation in any area. The term 'specialty' is used deliberately to permit a distinction between this level of preparation and the preparation of 'specialists' which refers to postgraduate education.

The term 'specialty' is not meant to imply any sharp distinction between so-called academic and professional functions in teacher education. All specialties are professional in the sense that they aim at preparing students for teaching or for some other form of educational service. All are academic in the sense that they imply some form of substantive or theoretical knowledge essential to anyone who is to function beyond a technical level in his profession. The teacher of Geography must know a great deal about his subject but must also know a great deal about teaching, learning and young people. The teacher of physically handicapped children must have a technical competence with respect to the special learning problems of such children as well as considerable theoretical knowledge of the social, psychological and other factors that are relevant to those problems. Usually he must be academically well prepared in one or more areas of the curriculum.

Despite our emphasis on programs centered on single specialties, an emphasis that seems to be consistent with present trends in school practice, we recognize the continuing need for less specialized teachers at the elementary school level. Just as general practice has recently received formal recognition as a "specialty" in the study of medicine, so the broadly prepared elementary teacher would appear to be in demand for some time to come. At the same time, we wish to avoid any continuation of the practice, traditional in teacher education, whereby graduates are given the illusion of having been "trained" to teach eight to ten subjects by as many required methods courses along with smatterings of academic subject matter. As a compromise, we have identified four specialties at the elementary school level: Early Childhood Education (Academic), Early Childhood Education (Expressive Arts), Later Childhood Education (Academic), and Later Childhood Education (Expressive Arts).

All programs will be designed and prepared by departments and sanctioned by the Executive Committee on Teacher Education Programs (see Chapter Two). The specialties listed below are based on either "what" is to be taught or "who" is to be taught. They are not all-inclusive nor should it be inferred that they could all be implemented. Many of them, depending on their nature, could be offered at the elementary school level, the secondary school level and at a level spanning kindergarten to Grade 12. The list is as follows: Art, English, Music, Mathematics, Science, Social Studies, Second Language, Physical Education, Reading, Industrial Education, Dance, Rhetoric and Educational Drama, Biology, Chemistry, Physics, Earth Science, Agriculture, Home

Economics, Geography, History, Guidance, Commerce, School Librarianship, Indian Education, Communications and Media, Special Education, Early Childhood Education (Academic), Early Childhood Education (Expressive Arts), Later Childhood Education (Academic), Later Childhood Education (Expressive Arts).

The "how" of teaching refers to the teacher's need to master a variety of instructional strategies that will enable him to promote effective learning. Such strategies must be mastered in relation to both the subject matter and the categories of children to be taught. In the design of all programs, systematic provision must be made for this mastery.

II. TEACHER EDUCATION ROUTES

A. There are four routes to the completion of a program. The first two of these lead, as noted earlier, to the Bachelor of Education degree. The remaining two are open to holders of degrees from other faculties and universities. The first route consists of two years of pre-Education work at any recognized post-secondary institution, followed by three years of study under the guidance of this Faculty. These three years will be known as Education 1, Education 2 and Education 3. Since the other routes are in effect modifications of this first one, we present it in some detail. For economy of discussion, we adopt the following symbols:

Er: required Education components (for all students in all programs under this plan). In a number of cases, a student may select one of of several offerings to fulfill the requirement.

Eo: optional Education components.

Es: educational specialty components. These will commonly be required within a particular program but not outside it.

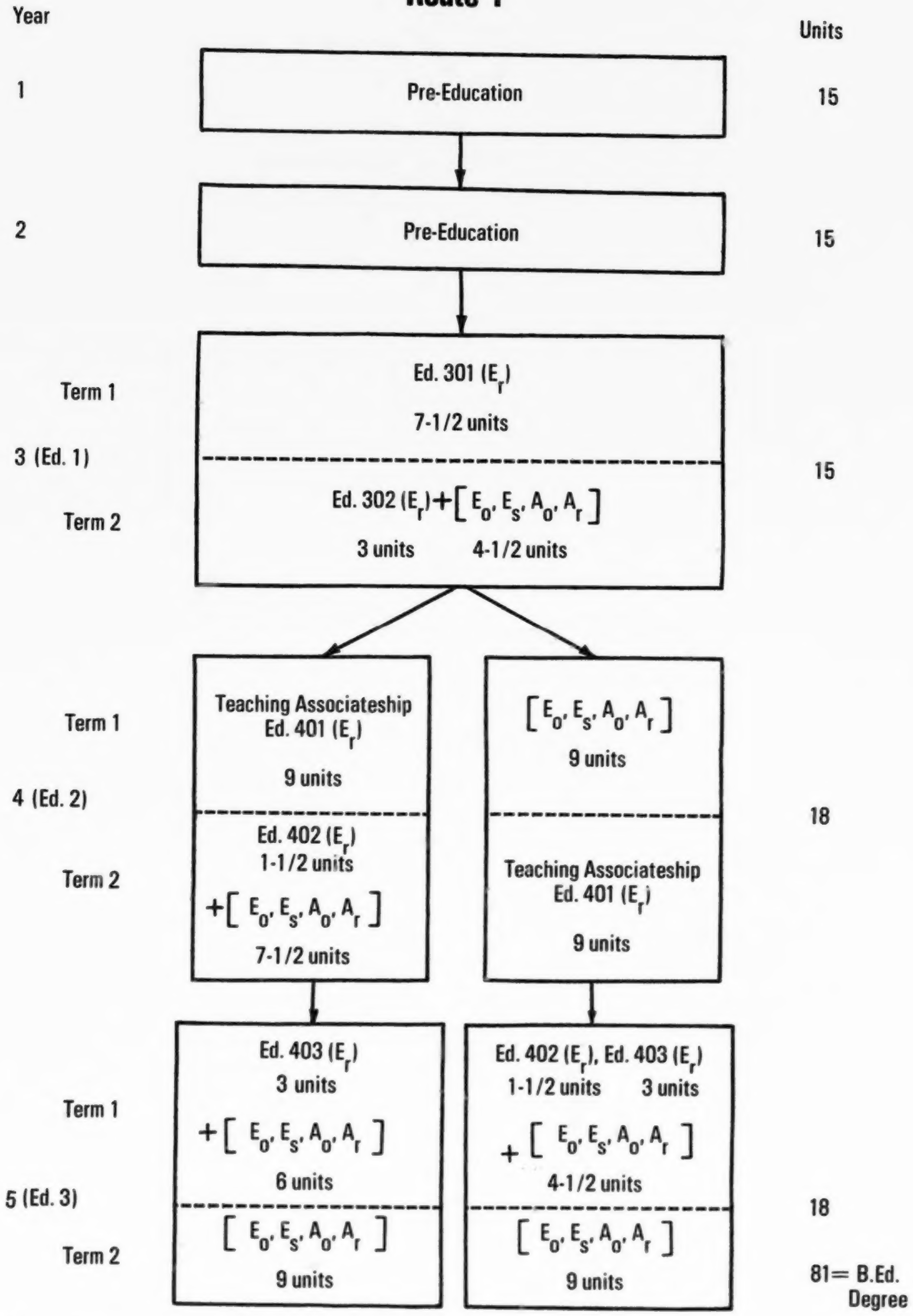
Ar: required academic components, related to the program selected.

Ao: optional academic components.

Arrows indicate the possible paths a student may follow. After Year 3 (Education 1) each student will follow a path to the right *or* to the left as shown.

A. Route 1 looks like this:

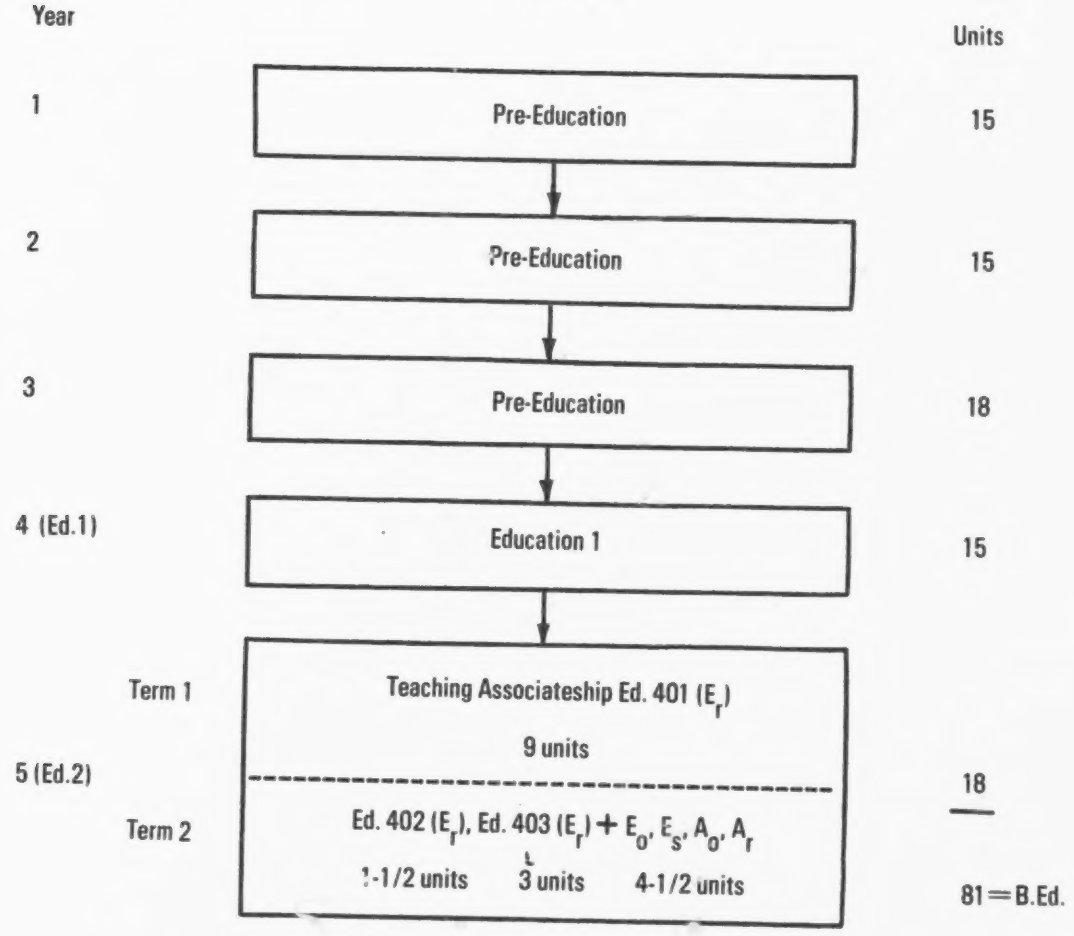
Route 1


Year
Units
1
Pre-Education
15
2
Pre-Education
15
Term 1
3 (Ed. 1)
Term 2
Ed. 301 (E_r)
7-1/2 units
Ed. 302 (E_r)+[E_o, E_s, A_o, A_r]
3 units
4-1/2 units
15
Term 1
4 (Ed. 2)
Term 2
Teaching Associateship
Ed. 401 (E_r)
9 units
Ed. 402 (E_r)
1-1/2 units
+[E_o, E_s, A_o, A_r]
7-1/2 units
[E_o, E_s, A_o, A_r]
9 units
Teaching Associateship
Ed. 401 (E_r)
9 units
18
Term 1
5 (Ed. 3)
Term 2
Ed. 403 (E_r)
3 units
+[E_o, E_s, A_o, A_r]
6 units
[E_o, E_s, A_o, A_r]
9 units
Ed. 402 (E_r), Ed. 403 (E_r)
1-1/2 units
3 units
+[E_o, E_s, A_o, A_r]
4-1/2 units
[E_o, E_s, A_o, A_r]
9 units
18
81= B.Ed. Degree

* Square brackets around a list of symbols imply that the student will make a selection from this list in consultation with his seminar adviser.

B. Route 2 permits transfer to the Faculty of Education after three years in another faculty. It looks like this:

Route 2

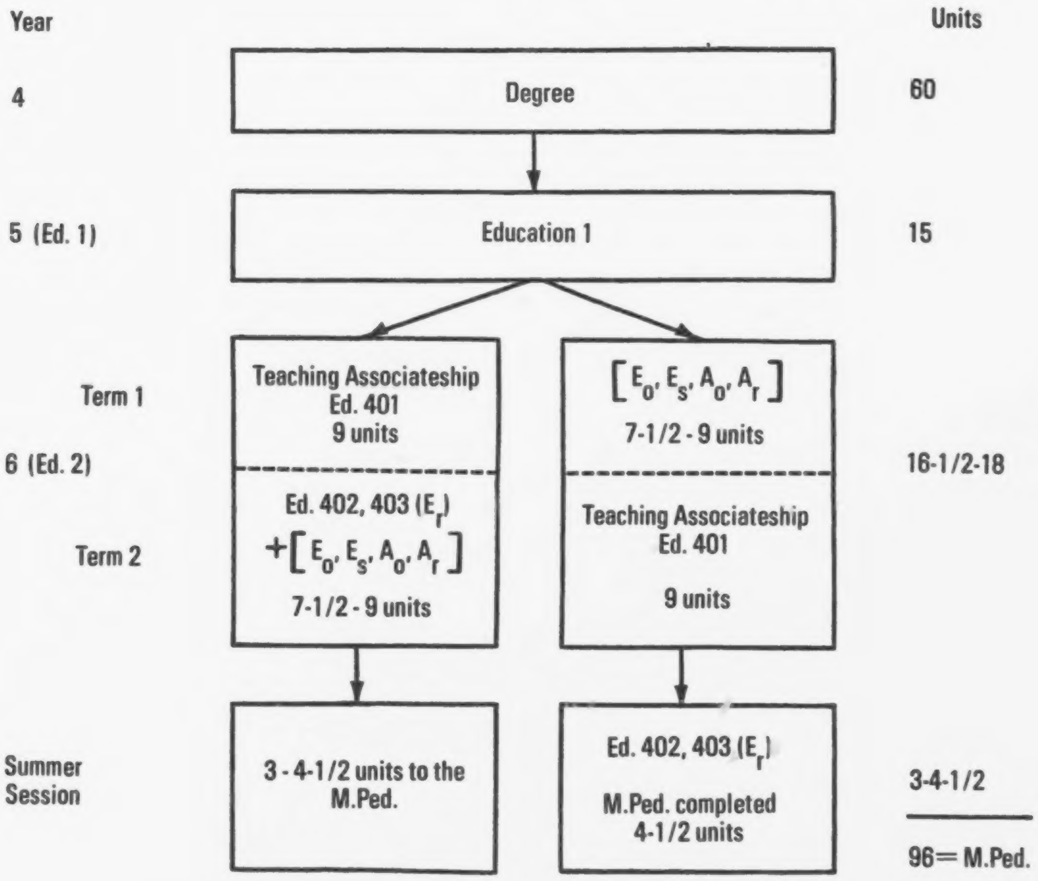

Year
Units
1
Pre-Education
15
2
Pre-Education
15
3
Pre-Education
18
4 (Ed.1)
Education 1
15
Term 1
Teaching Associateship Ed. 401 (E_r)
9 units
5 (Ed.2)
18
Term 2
Ed. 402 (E_r), Ed. 403 (E_r) + E_o, E_s, A_o, A_r
1-1/2 units
3 units
4-1/2 units
81 = B.Ed.

NOTE: Where the courses of the Pre-Education sequence satisfy the unit requirements and the A_r and A_o components of the student's program, he will have completed a B.Ed. at this point. Otherwise he will usually be within a summer session of the degree.

C. Those already holding degrees from outside the Faculty will have a choice between Routes 3 and 4. Route 3 requires two years of full-time residence on the campus and makes it possible for the student to complete the Master of Pedagogy (M.Ped.) degree before he begins full-time teaching.

Route 3 looks like this:

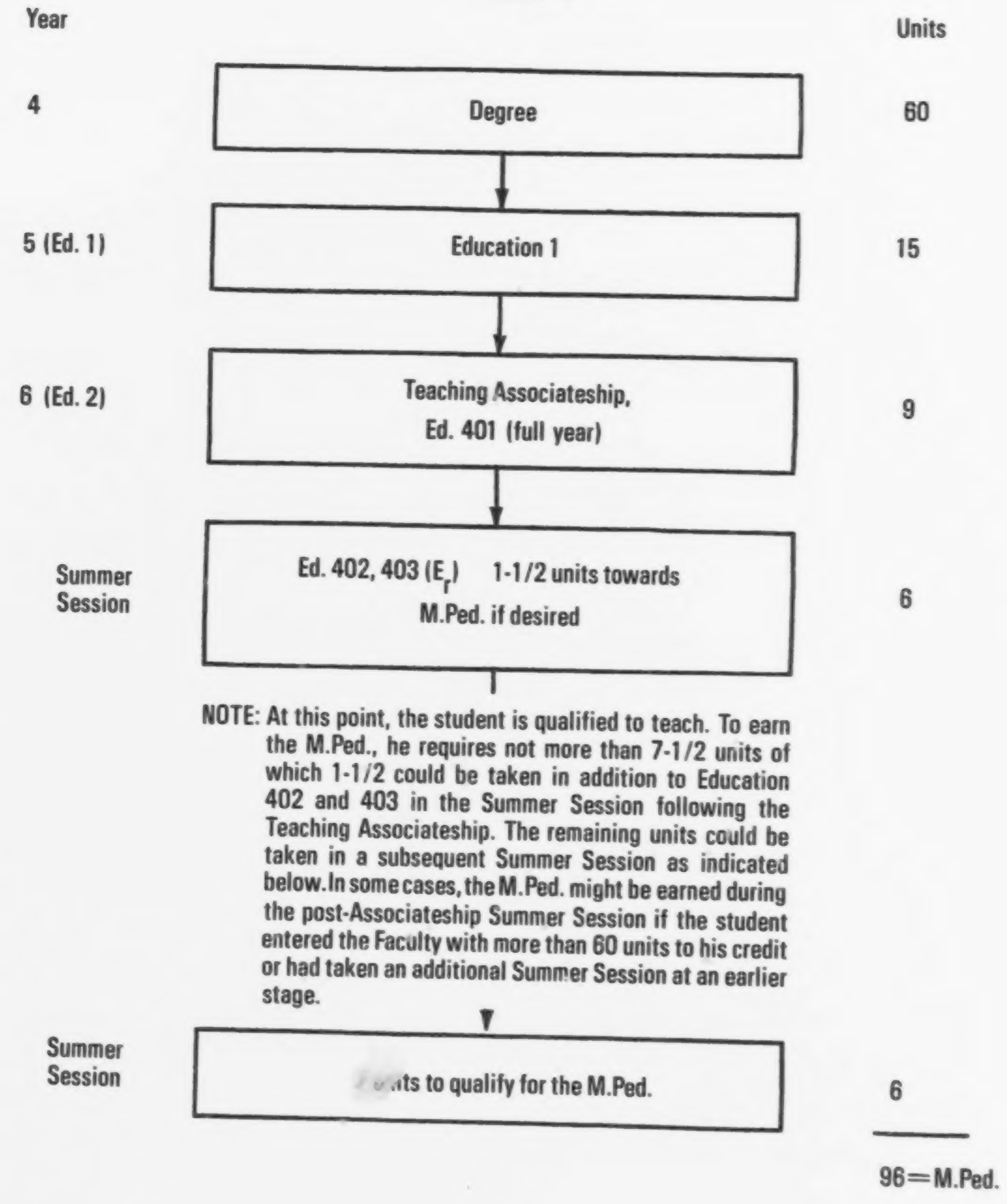
Route 3


Year
Units
4
Degree
60
5 (Ed. 1)
Education 1
15
Term 1
Teaching Associateship Ed. 401 9 units
[E_o, E_s, A_o, A_r] 7-1/2 - 9 units
6 (Ed. 2)
16-1/2-18
Term 2
Ed. 402, 403 (E_r) +[E_o, E_s, A_o, A_r] 7-1/2 - 9 units
Teaching Associateship Ed. 401 9 units
Summer Session
3 - 4-1/2 units to the M.Ped.
Ed. 402, 403 (E_r) M.Ped. completed 4-1/2 units
3-4-1/2
96= M.Ped.

NOTE: Where the student takes the Teaching Associateship in the first term, he is qualified to teach at the end of the second term of Education 2. He need take only three more units in Summer Session to receive the M.Ped. degree. If he entered the Faculty with 63 units of work or more completed, or if he took Summer Session work before entering Education 2, he will be qualified for the M.Ped. degree when he completes Education 2. Where the student takes the Teaching Associateship in the second term of Education 2, he will be required to complete Education 402 and 403 before being recommended for teacher certification.

D. Route 4 provides a graduate of another faculty with the opportunity to take a full year Teaching Associateship and as in Route 3, permits him to proceed towards the M.Ped. degree. It looks like this:

Route 4


Year
Units
4
Degree
60
5 (Ed. 1)
Education 1
15
6 (Ed. 2)
Teaching Associateship,
Ed. 401 (full year)
9
Summer Session
Ed. 402, 403 (E_r) 1-1/2 units towards M.Ped. if desired
6
Summer Session
[illegible] units to qualify for the M.Ped.
6
96=M.Ped.

NOTE: At this point, the student is qualified to teach. To earn the M.Ped., he requires not more than 7-1/2 units of which 1-1/2 could be taken in addition to Education 402 and 403 in the Summer Session following the Teaching Associateship. The remaining units could be taken in a subsequent Summer Session as indicated below. In some cases, the M.Ped. might be earned during the post-Associateship Summer Session if the student entered the Faculty with more than 60 units to his credit or had taken an additional Summer Session at an earlier stage.

As in the second term of Route 3, the student must return to the campus after the Associateship but any work taken would count towards the M. Ped. degree. It should be noted with respect to both Routes 3 and 4 that (a) students will have some opportunity to extend the academic majors completed previously for the bachelor's degree; (b) in some cases some work completed may be credited, by arrangement, towards an M.A. degree, but no such work may be used for credit for both M.A. and M.Ped. degrees; (c) the Teaching Associateship might be counted by some departments in Education as meeting their requirements for teaching experience on M.A. programs.

E. With respect to diploma programs, the Commission has recommended (see Chapter Four) that diploma programs be integrated with the teacher education routes described above. As these programs usually require degrees for admission, students in them would ordinarily be in the same category as those entering Routes 3 and 4. In recognition of the special character of these programs, particularly of those preparing for non-school education service (e.g., in adult education or industrial counselling) we have proposed a Graduate Diploma in Education, as set forth in Chapter Four. This diploma could be granted upon completion of the Teaching Associateship (which could take various possible forms for the non-school personnel) and courses taken for it could be credited towards the M.Ped. degree.

III. SOME ASSUMPTIONS UNDERLYING THE TEACHER EDUCATION PLAN

An understanding of the proposals in this chapter may be facilitated by stating what appear to us to be important assumptions on which they are based. We have assumed that:

A. It is now feasible to institute five-year programs leading to the Bachelor of Education degree.

B. An important aim should be to prepare teachers to be specialists working with other specialists. At the same time, we recognize the continuing need for a broad preparation for many elementary teachers.

C. Programs should be built around general education, specialization (broadly in terms of *what* or *who* is taught), professional training and educational theory.

D. Students should have considerable freedom to select the components of their programs within the parameters implied by (C) and be led to accept responsibility for relating these choices to eventual employment opportunities.

E. The Faculty of Education should regard itself as a responsible change agent. While we should be responsive to the employment opportunities of students, our specialties should not be restricted to those called for by such opportunities and demands.

F. The professional training components of any program should constitute a graduated sequence leading to an integrated experience in which the student uses the teaching skills and behaviours which he has previously learned and practiced. This integration can best be achieved by means of carefully supervised Teaching Associateships.

G. A high place should be given to those skills and behaviours that enable teachers to investigate classroom learning and other educational problems.

H. We should specifically provide program components aimed at developing awareness, imagination and openness to experience and at producing teachers sensitive to children's needs and interests.

I. All innovations should be subject to careful and systematic evaluation and be kept under regular scrutiny.

J. Teacher education programs should not be tied to certification requirements.

IV. THE TEACHER EDUCATION PLAN

A. Components of the Plan

1. It has a required professional component of 24 units, built around a specialty and varied according to the needs of that specialty. This component consists of:
    a. Education 301, a series of short courses and a seminar with related activities, the whole worth 7-1/2 units. It occupies the student full-time during the first term of Education 1.
    b. Education 302, a 3 unit second-term offering in Education 1 built around the selected specialty and presented on a seminar basis with related practical experiences.
    c. Education 401, a Teaching Associateship available in either term of Education 2. The Associateship is a period of residence in a school district under the close supervision of a member or members of the Faculty, during which the student practices the knowledge and skills acquired in the preceding year. Nine units are credited for the Teaching Associateship following the submission to the faculty superviser of a satisfactory classroom or

field research project conducted as an integral part of the Associate's school assignment.

  d. Education 402, a 1-1/2 unit seminar conducted as a follow-up to the Associateship.

  e. Education 403, 3 units in educational theory.

2. It has a further specialty component made up of academic and/or professional courses or other activities related to the specialty. This component will normally consist of a minimum of 15 units of work and will permit students preparing to teach a given subject to take a major in an academic department.

3. It has an elective component of approximately 12 units in which the student may extend his general education, extend his specialty or otherwise improve his teaching competence by doing academic or professional work outside his specialty. Components (2) and (3) will be taken concomitantly with Education 302, 402, and 403.

B. Details of the Teacher Education Plan

1. **Education 1.**

   a. **The First Term:** This 14-week term is a 7-1/2 unit package required of all students and referred to above as Education 301. Its functions are:

      i. to introduce students to education and its problems.

      ii. to help the student to see the educational dimensions of his selected specialty or to assist him to select one.

      iii. to familiarize the student with a variety of teaching strategies and their relationship to his specialty.

      iv. to break down stereotyped attitudes towards education.

      v. to provide the student with an initial one-week experience in a school, functioning as a teacher's aide or in some other appropriate capacity as determined by the school administration.

   To carry out these functions, we propose the creation of what we have termed SCIL-courses: short-course, intensive laboratory-type experiences which occupy all or most of a student's time in any given week. We intend that these courses will require students to be active participants. Many will involve work with children in schools or in campus settings and work in simulated educational situations using films, tapes and other media. There are four categories of SCIL-courses:

i. SCIL-courses centered on general awareness. For example, a SCIL-course might consist of an encounter group session, experience with simulated materials or an exploration of artistic or musical experiences.

ii. SCIL-courses centered on categories of learners. For example, a SCIL-course might be devoted to Early Childhood Education, Later Childhood Education, Special Education, Indian Education or Education for the Culturally Deprived.

iii. SCIL-courses centered on the teaching of a discipline. These courses will deal with the problems of transforming, for teaching purposes, the knowledge, skills, strategies and lore of a discipline. Such a SCIL-course might be devoted to Music Education, Mathematics Education, Industrial Education or Physical Education.

iv. SCIL-courses centered on teaching strategies. These strategies can be categorized in a variety of ways. For instance, B.R. Joyce categorizes them as follows: inductive, concept attainment, democratic processes, inquiry-oriented, client-centered on operant conditioning.*

We propose the following pattern for Education 301:

i. **Week 1.** The first week will consist of registration, orientation, student-faculty meetings, the selection of five SCIL-courses and the assignment of the one-week school experience.

ii. **Weeks 2 - 7.** The student will be occupied full-time with the five SCIL-courses and the school experience. He will select at least one SCIL-course from each of categories one, two and three described above. The other two may be selected from any of these categories. Those selected from categories two and three will permit students to explore possible specialties. Since many courses will be repeated during the first half of the term, wide choice should be possible. Each student will spend one week of this period in a school in the province where he will function as previously described (see page 45).

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* Joyce, B.R. **The Teacher Innovator: A Program to Prepare Teachers.** Washington, D.C.: United States Office of Education, 1968.

iii. **Weeks 8 - 14.** The first day of Week 8 will involve re-orientation when, drawing on his experiences in the SCIL-courses completed, the student will select a specialty and be assigned to an appropriate seminar adviser. Such seminars should be restricted to twenty students each. It may be necessary to combine some students from related specialties into one seminar. The rest of Week 8 will be devoted to meetings between students and their advisers, discussion of the work for the remainder of the term and guidance regarding the Education 301 project. From week 8 until Christmas, three matters will occupy the student:

(a) the series of SCIL-courses on teaching strategies referred to in category four on page 46.

(b) continuing meetings of the seminar group, in which the teaching strategies are related to the specialty and other issues or problems are explored. This seminar will be scheduled in two 3-hour blocks of time to permit school experiences and other off-campus activities. Several seminar leaders might voluntarily combine as an instructional team to take advantage of particular strengths of faculty members or for desired integration of specialties.

(c) discourse and independent reading and study, leading to the design of the Education 301 project.

b. **The Second Term:** The work of this term centers around a specialty seminar, Education 302, which will meet in groups of twenty students in two 3-hour blocks of time. Most students will continue in the seminar of the previous term. Within the Education 302 seminar, the student will continue to study the relationship of teaching strategies to his specialty, examine the problems of transforming the knowledge of the related academic discipline or disciplines for teaching purposes and study the problems of classroom management. The seminar is also intended to sensitize the student to his self-oriented and other-oriented attitudes in order to be able to interact effectively with students, parents and colleagues.* He should also complete his Education 302 project. This project might be a further development of the 301 project or might take a new direction. In either case, it would require wide reading and perhaps preliminary experimentation. When completed, this project is intended to be the design for the Education 401 research project which will be carried out during the Teaching Associateship.

In addition to the seminar each student will elect 4-1/2 units of course work from Eo, Es, Ao and Ar consistent with his program.**

It is assumed that the typical student will, from this point, complete the program of his chosen specialty. A later change of program might delay completion of degree requirements.

During this term students with one of the four Early or Later Childhood Education specialties will work in one of the following:

i. in a group of Expressive Arts areas, i.e. Art, Music, Drama, Dance and Film.

ii. in a group of Academic areas, i.e. English, Science, Social Studies, Mathematics and *one* of the preceding Expressive Arts areas.

In addition to the more formal activities referred to, we urge that the Executive Committee on Teacher Education Programs make available a series of lectures, workshops, panels and symposia on a wide variety of educational issues and problems of both practical and theoretical import, e.g., behavioural objectives, social class and its educational implications, historical issues in education, sex education and new developments in education. These kinds of activities will henceforth be known as Events. These Events might extend over periods as long as two weeks and could be organized in co-operation with students or outside groups such as the British Columbia Teachers' Federation. By this means, such topics as teacher professionalism, the role of the library in the school and the uses of educational media could be made available to student teachers.

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* See page 13 for a brief account of the notions of "self-oriented" and "other-oriented" attitudes.

** It is assumed that all students will register for their second term work in September. We are anxious, however, that as much latitude as possible be provided for those who wish to change their plans as a result of their experiences in the first term.

c. **Comments on Education 1:** We believe that the plan described for Education 1 will provide for integration of our students' experiences. The first term (Education 301) should provide a means of self-evaluation whereby the student gains some insight into his commitment to and vocation for teaching. By the end of the first term he should, in consultation with his adviser, be in a position to make a decision regarding continuance in or withdrawal from the Faculty.

From the end of the first term the students are in seminars, most of which will focus on a single specialty. Departments planning the specialties, all of which are under the aegis of the Executive Committee on Teacher Education Programs, must be aware of the dangers of over-specialization. The organization of the second term permits further suitable experiences with schools, and, just as important, time to read and reflect. The Education 302 project encourages the student to raise questions and investigate problems related to his specialty.

2. **Education 2**

a. **The Teaching Associateship** (Education 401)

i. **The Design of the Associateship**

(a) In Route 1, the Teaching Associateship may be taken in either term of Education 2, but for reasons which are indicated immediately below, most students will have a second term Associateship. A few students might delay the Associateship to the first term of Education 3. All students in Route 2 will take the Associateship in the first term of Education 2. This permits the completion of Education 402 and Education 403 in the following term. To balance the number of students involved in the Associateship in each term, a majority of students in Route 1 must, therefore, accept second term Associateships. Students in Route 3 probably will have some choice of terms for taking the Associateship but those who select, or are required to take it in the second term will need to return to the campus for a Summer Session before being permitted to teach. Students in Route 4 will have a full year Associateship, and will also need to return to the campus for a Summer Session before being recommended for certification. We propose paid Associateships in all cases and have strong reasons for supposing that such a plan will be acceptable in many school districts of British Columbia.

(b) We propose two Associateship periods for Routes 1, 2 and 3 extending from September through December and January through June. Some school districts might be able to employ Associates usefully during the summer months. If this is so, the first term Associateship might extend from July through December. Four Associates will be assigned to fill a given Associateship post for a school year, two in each term. We propose a one year Associateship for Route 4 with one Associate being assigned to fill a single post.

(c) The Teaching Associates could serve in a variety of ways within a school. For example, they might become part of a teaching team or members of a specialist department. In such situations the team members or department heads might advise the Associates. Commonly, a pair of Associates will be responsible for a self-contained classroom.

(d) We assume that the availability of two Teaching Associates will, particularly for those with Early or Later Childhood specialties, reduce the probability of Associates being encouraged to assume omni-capable roles.

(e) The Education 401 project is considered to be an integral part of the Teaching Associateship, the whole carrying 9 units of credit. This project is a research study, broadly defined, related to a student's specialty and completed during the Teaching Associateship. Ordinarily, it should be continuous with the Education 302 project.

(f) For some specialties (e.g. Special Education) suitable clinical experience might be acceptable as the Teaching Associateship.

(g) Faculty supervisors should be free of teaching duties for a full term to assist Teaching Associates and to perform in-service functions. We envisage supervisors being posted to school districts as field officers. For the assisting function, we have estimated, on the basis of existing enrolment, that twenty supervisors could, with a ratio of 1:30 spend much more time with students than is presently the case in our practice teaching programs. This ratio would require visits to a maximum of fifteen schools over four months. Considering single term and full-year Teaching Associateships, we estimate that the entire program could be handled in fewer than six hundred classrooms.

(h) The Associateship is an important stage in the preparation of a professional teacher. The Faculty role in this experience and the subsequent work in Education 402 and Education 403 ensure that this stage will be related to the student's other experiences in the program. This relationship between the Associateship and the rest of the program should inhibit that process of socialization to the status quo that is the most glaring weakness of student teaching, apprentice-like internship programs and conventional first year teaching.

ii. Evaluation of the Teaching Associates

We propose that each Associate be evaluated by a team of three persons composed of:

(a) his faculty supervisor, who acts as chairman, and who may choose to be a voting or non-voting member of the team. The chairman will forward recommendations regarding Associates to the Office of External Services and will also advise each student of the recommendation concerning him. In rare cases, the chairman may request the Executive Committee on Teacher Education to appoint a faculty team of three persons to re-evaluate the student's performance. The decision of this team will be final.

(b) a representative of the Department of Education, ordinarily the district superintendent or a member of his supervisory staff.

(c) a representative of the British Columbia Teachers' Federation, preferably not employed in the same school as the Associate.

The assignment of the persons in (b) and (c) from outside the Faculty should lead to their deeper commitment to the work of the Faculty. As described on page 62, these members must be approved by the Faculty. The possibility of the Faculty exerting an influence for educational change in the classrooms of the province is further enhanced by the direct association of a full-time faculty member with each evaluating team and with other school personnel. This association should provide increased opportunities for feedback regarding students, programs and beginning teachers.

The team will make one of the following recommendations to the Faculty of Education not later than four weeks before the Associateship period ends:

(a) continue in the Teacher Education Program.

(b) withdraw from the Teacher Education Program.

In rare cases, such as illness or other unusual circumstances, it is conceivable that repetition of the Associateship might be recommended.

Where a student is recommended for continuation and has completed his Ed. 401 project satisfactorily he will proceed to the next stage of his program. A student not recommended for continuation may appeal to the Executive Committee on Teacher Education programs who, if satisfied that there is legitimate ground for the appeal, will appoint a faculty team of three persons to re-evaluate the student's performance. The decision of this team will be final. This student right of appeal complements the right possessed by faculty members to re-evaluate teaching performance.

The Executive Committee on Teacher Education Programs should establish formulae for the evaluation of Education 401 which ensure our students equitable treatment with regard to provincial and federal government financial support.

iii. Financing

Since four Teaching Associates will normally replace one beginning teacher, we assume that they should divide a first year salary on a basis proportional to the length of the period of school service performed by each. The Department of Education has assured us that Letters of Permission could be issued to our Teaching Associates, giving them the required legal status to assume their assigned responsibilities. Associates in Route 4 would be paid the full year's salary available to teachers on a Letter of Permission. We reiterate that we have strong reason to believe that the arrangements suggested will be favorably considered by many school districts in the province.

Each Teaching Associate will be required to pay the regular university fee as a student registered for 9 units of credit in

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Education 401. For students in Routes 1, 2, and 3, this would, in 1969, be a term's fee of $214.00. For those in Route 4, this would be $270.00, the fee for a student registered for 9 units on a full year's basis. Since the Associateship will have special costs attached to it, mainly in the form of the expenses of the faculty supervisors and the evaluating teams, we anticipate that a laboratory fee of $30.00 per month per student will be necessary for Associates on a term assignment in Routes 1, 2 and 3, and $150.00 per year for Associates in Route 4 on a one year assignment.

b. **The Other Term of Education 2**

Students taking the Associateship in the first term of Education 2 will, in the second term, enrol in Education 402 and a further 7-1/2 units of academic or professional courses. Those students taking the Associateship in the second term of Education 2 will complete 9 units of academic or professional work in the first term and delay Education 402 until the first term of Education 3.

Education 402, a 1-1/2 unit seminar required of all students following the Associateship, will provide a means of integrating that experience with all the on-campus strands of their work. A feature of this seminar for students in curriculum specialties might be the study of the substance and structure of the discipline and the pertinence of these for teaching it, possibly conducted jointly by members of the Faculty of Education and of the academic disciplines concerned. In addition, a major emphasis should be placed on developing a clear awareness on the part of the student of his self-oriented and other-oriented attitudes. This seminar will probably include further experiences in schools. A major outcome of the seminar should be the Education 402 project as a culmination of the work done in the earlier Education 302 and 401 projects. Hopefully, the Teaching Associateship will cause the student to reflect upon the questions and problems he previously identified and raise new questions and problems. It is possible that the Education 402 project may take a new direction. If it should become theoretically oriented, the project might be more appropriately undertaken as part of Education 403.

We anticipate that the Associateship will provide opportunities for students to plan the rest of their programs on the basis of needs that they have perceived while in the schools. Undoubtedly many will perceive the need for some acquaintance with specialties other than their own and for a variety of skills that will enable them to function more effectively as teachers. We anticipate that SCIL-courses and Events will meet many of these needs but some departments may schedule short courses for non-specialists.

3. Education 3

For students in Route 1, Education 3 will be a year in which most courses may be elected, either to complete a specialty or for more general purposes within their programs. Students completing the B. Ed. degree on this route will be within 15 units of the M.Ped. and M.A. (Education) degrees. Many students in Route 2 will be able to use course work previously taken to fulfil Education 3 requirements. Since their Associateship was in most cases in the first term of Education 2, allowing for the completion of Education 402 and 403 in the second term of that year, these students may also graduate with a Bachelor of Education in five years. In a few cases, students on this route might wish or be required to take their Associateships in the second term of Education 2 in which event they would need to return to campus to complete Education 402 and 403 in Summer Session. If this enabled them to acquire units beyond the B.Ed. degree requirement, these additional units could be applied to the Master of Pedagogy degree.

Those students in Route 2 who have inappropriate academic backgrounds will require further work for the Bachelor of Education degree. Under these circumstances some previous work may be applicable to a graduate degree.

All students in Routes 3 and 4 will be registered from the start in a Master of Pedagogy program. They will be eligible to teach when they have completed the requirements of Education 2, Education 402 and Education 403. It is assumed that they will have met most of the requirements of Education 3 during their previous undergraduate degree studies.

In addition to completing Education 402, every student in Education 3 will complete Education 403, which requires selection of three units of work elected from the History, Philosophy, Sociology or Psychology of Education.

C. Rationale for the Teacher Education Plan

A perennial question in teacher education has concerned what role, if any, practice can play in promoting success. As B.O. Smith has pointed out, its popularity in programs lacking any real training element is based on the fact that it is the only component that even resembles training.* Our own approach has been indicated in previous sections where we have outlined the elements of our teacher education programs. In this section, we shall attempt to indicate how these elements form a coherent pattern.

We have previously spoken of the "who" and "what" and the "how" of teaching. Consistent success in the "how" of teaching is possible only for people who have reasonable mastery of the former two. It is obvious that one cannot consistently succeed in teaching if one does not take into account the age, developmental stage and other characteristics of children. But teaching the majority of children in our schools does not require a host of narrow specialties to meet the needs of the many categories that could be derived from the conventional stages of child development. There is a minority of children with special characteristics who require teachers with intensive high-level specialist training based on those characteristics. We have allowed for this type of specialty.

The teacher needs to know the subject matter of the disciplines that make up his field of teaching. He also needs to know what is and should be taught in schools and how it should be arranged for instruction. As Smith points out, this cannot be equated with the content and its arrangement in discipline-oriented courses, indispensable though the latter may be.** He observes that the elementary teacher may take work in a number of disciplines but still learn very little about some of the content he is to teach. "Until recently the elementary teacher could find no work in mathematics that prepared him to teach arithmetic. Neither could he find much in college literature useful in developing a reading program."***

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* Smith, B.O. et al, **Teachers for the Real World,** Washington, D.C. The American Association of Colleges for Teacher Education, 1969. The same writer has observed that "student teaching came into being before the concept of training was developed and should be phased out as quickly as possible". Recent so-called internship programs "differ little from conventional ones except in their disregard for theory". The belief that they provide training "rests on the gratuitous assumption that firsthand experience and student teaching are training".

** **Ibid,** p. 119.

*** **Ibid.**

In short, what is needed in a teacher education program, in addition to subject matter knowledge, is an understanding of how that knowledge must be transformed to make it interesting and meaningful to students in school. In addition, teaching success is much more likely if one has mastery of a variety of teaching strategies. Such mastery is likely to be acquired only if the teacher education program makes systematic provision for it.

The successful teacher knows his subject matter, knows how to transform it, is aware of and sensitive to the people he is teaching and actively utilizes a variety of teaching strategies to make effective use of all that he knows. Such a happy combination of qualities is not easily produced. The proposals made in this report have the following features designed specifically to promote this combination:

1. Each specialty program will be designed by a group of faculty who are themselves specialists in that area, in consultation with other relevant groups and will be sanctioned by a group whose main interest is such a combination of qualities.

2. Specialty programs must include specific plans for the Education 302 and 402 seminars. These plans will include consideration of transformed knowledge, human development and teaching strategies.

3. Specialty programs must include specific recommendations concerning practical experiences for students in the program. These experiences should be designed according to two principles, those of *alternation* and *gradualism.*

Within Education 302, there is further study of teaching strategies and transformed knowledge alternating with experiences with individuals, small groups and classes of students. Each alternation should demand a higher step of sophistication — either conceptual or practical.

The first of these principles is based on the notion of alternation between theory and practice. Thus, the SCIL courses provide for initial experience to be followed immediately by work in teaching strategies designed to improve the student's conceptual sophistication.
Following a minimum of one year of such preparation, the student has a fairly lengthy exposure to practice in the Teaching Associateship. He must produce from it a thoughtful study based on a classroom or field project related to his teaching specialty. The post-Associateship seminar (Education 402) provides ample opportunity for integrating all the elements of his experience by means of extended discussion, further reading, study and analysis.

The principle of *gradualism* suggests that programs should provide a variety of experience in a progression which gradually approximates the full assignment of a professional teacher. This is contrary to the usual principle of immersion on which Professor John Macdonald has written as follows:*

> "Practicing teachers often argue that teacher education programs would be improved if students spent more time 'on the firing-line'. The metaphor is a curiously unsuitable one, when used in this context, because it describes precisely the opposite of what happens in military training, except under conditions of extreme urgency . . .
>
> The author is perfectly willing to agree that there is no substitute for 'raw experience' . . . but, when sophistication allows it, as the capstone of learning, not as the foundation."

This principle of gradualism can be implemented in a variety of ways:

1. **Size of Group** — from working with individual pupils to handling whole classes.
2. **Participation** — from observation through micro-teaching, and simulation to participation as a Teaching Associate.
3. **Responsibility** — from initial contact with children under direct faculty supervision to participation in a carefully supervised Teaching Associateship.
4. **Length of service** — from single lessons to a one-term stint.

The Teaching Associateship is followed by the post-Associateship seminar (Education 402) and the remaining elements of Education 2 and 3.

We are concerned that there be Faculty control of students' school experiences. B.O. Smith has expressed a similar viewpoint:**

> "While student teaching usually comes after the formal courses, it frequently has little relationship to them, and is ordinarily inadequate preparation for the responsibilities given the beginning teacher. The trainee studies theories that lead nowhere, then does his teaching with little theoretical understanding of the situations he meets . . ."

If invoked, the principles of alteration and gradualism will ensure that the status of professional teacher is attained after a minimum of five years of university work of which not less than two must be under the direct control of the Faculty of Education.

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* See John Macdonald, **The Discernible Teacher**, Ottawa: Canadian Teachers' Federation, 1968. p. 36.

** B.O. Smith, **op.cit.**

We believe that the projects connected with Education 301, 302, 401, and 402/or 403 can be of value in involving the student teacher from the start in a search for answers to questions identified by him as relevant to his specialty. Such involvement may make him aware of the complexity of the teacher's role as a director of learning and of the difficulty of attaining even modest operational objectives in the classroom. We do not advocate the production of educational researchers at the undergraduate level. Students should not become involved in large theoretical questions which they are unready to investigate and which would deflect their energy from meeting the everyday classroom problems encountered during the Teaching Associateship.

We must emphasize that the form of projects and research studies must be very dependent on the specialty selected. They may be films, works of art, dramatic productions, productions in a foreign language, action research and historical, philosophical, psychological or sociological studies. We suggest that student achievement in these projects be part of any formal evaluation of Education 301, 302, 401 and 402 or 403.

V. POSSIBLE VARIATIONS OF THE TEACHER EDUCATION PLAN

A. Within the Plan

A large degree of flexibility has been built into our plan. Within such bounds as may be established by the Executive Committee on Teacher Education Programs, those Faculty members concerned with the components of a specialty have ample opportunity to select what they feel are suitable activities and modes of instruction. In this connection we may note the flexibility of the 24 units of required work in Education (Education 301, 302, 401, 402, 403). While it includes a common component taken by all students, we assume that the content of each part will be largely determined by departments in planning their specialties. We think it likely that of the remaining 27 units of work in Education 1, 2 and 3, 15 units will be devoted to senior course work in the specialty and 12 units to electives.

The Executive Committee on Teacher Education Programs may from time to time sanction new specialties within the plan to satisfy interests of the Faculty and its students and the needs of the Educational system of the Province.

B. Outside the Plan

We foresee the possibility of experimental paths to the Bachelor of Education degree entirely outside this plan. We also foresee the possibility that some existing programs might be operated outside this plan.

Experimental programs should be operated on a pilot basis by the Associate Dean of Development and Planning. Eventually, such programs might become accepted parts of the Faculty's regular offerings. In other cases programs might be given off-campus under the aegis of a satellite college.

VI. FURTHER CONSIDERATIONS REGARDING:

A. Admissions

On few subjects discussed in submissions to us have there been stronger convictions expressed than on those related to the need for screening teacher education candidates prior to admission. In our view, the use of many of the non-academic criteria advocated could raise as many problems as they would solve. Everyone is legitimately concerned that apart from academic competence, any teacher entering a classroom in British Columbia should be regarded as suitable in terms of such qualities as personality, stability, and sensitivity, to name but three.

We have suggested a means of dealing with cases of extreme unsuitability. It is in our view, naive to attempt to impose arbitrary standards regarding marginally suitable students. It would seem the better part of wisdom to provide a variety of opportunities at many points through the teacher education sequence at which students can be helped to assess their suitability for teaching. Our general observations on admissions policy are:

1. For administrative and operational reasons, including the need for a system of pre-registration, we propose that future applications to the Faculty be submitted not later than March 1 of each year.
2. We believe that every applicant for admission should be interviewed. This interview should be regarded not as a screening device but as a first, personal introduction of the student to the Faculty to obtain information regarding programs and to begin the long-term process of self-assessment regarding his commitment to teaching. We recognize the administrative difficulties of implementing such a policy. However, a March 1 deadline for applications would make it possible. If, during the six weeks following that date, each faculty member interviewed only one or two students per week, all applicants could be interviewed. Faculty supervisors of the Teaching Associateship could interview students living in outlying areas.
3. The teacher education routes already described provide for a minimum of two years of work in pre-Education for all students. In our view, no specific pattern of pre-requisites should be set down. Many students may decide upon their specialties at this stage. Others may prefer to study in several areas. The faculty members concerned with each specialty, under the governance of the Executive Committee on Teacher

Education Programs, should establish the requirements for specialties. Students in the pre-Education stage should take these into account in selecting their undergraduate courses.

4. In the case of a few programs (e.g. Industrial Education, Art Education, Special Education, Early Childhood Education) the completion of certain Education pre-requisites may be highly desirable at the pre-Education stage. Arrangements should be made at the University of British Columbia to offer such pre-requisites with the proviso that courses so taken be applicable to a bachelor's degree in the faculty concerned if students taking them do not subsequently enter the Faculty of Education. This possibility is raised by the proposal of a Dean's Committee in the Faculty of Arts which, in a brief to COFFE, recommended that "credit be granted in the Faculty of Arts for certain Education courses".
5. Consideration for admission should be given to candidates (including mature students) classifiable as exceptional cases in accordance with criteria established by the Executive Committee on Teacher Education Programs. Such candidates should be admitted without having completed the pre-Education stage, subject to satisfying any pre-requisites for a particular program in the Faculty. We also need to consider a system of placement examinations which could exempt students from certain requirements in given programs. Such exemption might also apply to the clinical and practical requirements of some programs for attested non-credit study, work or other experience. We especially have in mind the former teacher returning to the Faculty to complete the Bachelor of Education degree.
6. We suggest the Faculty continue to require every student to demonstrate competence in the English language within guidelines set down by the Executive Committee on Teacher Education Programs.
7. Students whose qualifications are adequate in other respects should not be denied admission because of physical handicaps. However, the screening procedure should provide for counselling in which there is a frank assessment of certification and employment possibilities.
8. We propose the establishment of a committee of the Executive Committee on Teacher Education Programs, parallel to the present committee on speech problems, to deal with personality problems that could interfere with teaching performance. The role of both committees should be to require remediation of the problems or to deny admission to or continuation in the Faculty. Referrals to these committees should be made at the time of interview, registration or at any time that problems become apparent. These services should also be available for the screening of graduate students.

B. The Administration of Teaching Experiences

Within the Faculty, the departments, the Executive Committee on Teacher Education Programs, the Office of Teacher Education Programs and the Office of External Services co-operate in the administration of teaching experiences. As indicated earlier, departments, which have the primary responsibility for planning specialty programs, must give careful attention to the practical experiences and other elements to be included in programs. Program proposals must be submitted to the Executive Committee on Teacher Education Programs for approval.

The Office of Teacher Education Programs provides both the Executive Committee and the Office of External Services with up-to-date lists and categories of students as required. The latter office has several duties in connection with teaching experience because it is the Faculty's principal official channel of communication with outside groups. These duties can be listed under four main headings:

1. Routine administration of all contacts with schools regarding classroom observation, practical experiences and the Teaching Associateship.
2. Forwarding of budget estimates for the Teaching Associateship to the Associate Dean of Administration and Services.
3. Forwarding of estimates of the number and specialties of faculty members needed to supervise the Associateship to the Associate Dean of Teacher Education.
4. Carrying out of the above duties in such a way as to implement the policies on teaching experience established through the Executive Committee on Teacher Education Programs.

In order that the Office of External Services can work successfully, the following co-operative procedures are recommended:

1. The Executive Committee on Teacher Education Programs must keep the Office fully informed of current program policies. For this purpose, the Director of the Office should be a Faculty person and should be an *ex officio* member of the Committee.
2. The Executive Committee must send written statements of all policy changes to the Office.
3. Each year, by an appropriate date, the British Columbia Teachers' Federation should be asked to provide the Executive Committee on Teacher Education Program with a list of members whom the Federation believes could be suitable members of evaluating teams. Where appropriate, departments will recommend to the Committee the

names of BCTF members considered suitable for membership on evaluating teams.

4. The Committee will send to the Office of External Services, a list of British Columbia Teachers' Federation members approved by the departments.

Each department must keep the Office of External Services informed regarding all that is pertinent to the successful operation of the Teaching Associateship. The following information should be provided:

1. A list of all members of the department who will be available to supervise Teaching Associates in the department's specialty.
2. An up-to-date list of school districts, schools, principals, school departments and teachers in or with whom the department considers it would be appropriate to place Teaching Associates.
3. A list of students whom the department might like to have paired for purposes of Associateship placement.
4. Lists suggesting the placement of each student in one of the following three categories:
    a. Could go on the Associateship in Term 1 of Education 2.
    b. Should not go on the Associateship until Term 1 of Education 3.
    c. Could go on the Associateship in either Term 2 of Education 2 or Term 1 of Education 3.
5. At appropriate times, requests for proposed visits to schools.

The information provided by the Executive Committee on Teacher Education Programs and the departments will serve only as recommendations to the Office of External Services. Subject to the proviso that the Office consult the Committee and the appropriate department, the Office makes final decisions in each of the following:

a. Placement of Teaching Associates and visits to schools.

b. Selection and placement of faculty advisors for Associateship supervision.

c. All negotiations with school districts, superintendents, British Columbia Teachers' Federation regarding Associateships and other teaching experiences.

d. Receipt of and communication of all reports and recommendations from evaluating teams.

e. Correspondence between the Faculty and evaluating teams.

f. Faculty participation in the co-ordination of training and briefing sessions for members of evaluation teams.

C. Students

We would like to call attention to the provisions for guidance and counselling of students in this plan.

1. All information regarding admission and programs will be available at the Office of Undergraduate Programs.
2. From the end of the first term of Education 1, each student has a seminar advisor from within his specialty who is an active participant both in guiding his choice of elective events and courses and in promoting his development within the specialty.

It is also important to note that the flexibility of this plan provides considerable freedom of choice for the student outside the requirements of his specialty. We are convinced that student teachers must be given responsibility consistent with their future roles as professional teachers. This responsibility cannot be achieved by incarcerating them in large numbers of required courses that purport to prepare them for every contingency they are likely to meet in professional practice. Even within specialties, we insist that a premium should be put on student choice and that programs not be unduly hedged by restrictive requirements. Our plan calls for a flexible teaching system within the Faculty built around seminars, independent study, short courses, workshops, field and simulated experiences as well as traditional lecture courses.

D. Faculty

These proposals provide for a reallocation of Faculty resources that will permit departments to concentrate more upon their specialist functions.

Time saved in the reduction of the number of Faculty required for the supervision of school experiences and in a reduction in the extensive series of methods courses presently required of virtually all Elementary Division students will be used elsewhere. We feel that this redistribution of Faculty time may be as important as any saving of time.

Comparison with current Faculty loads must make allowances for present student teaching supervision duties which are additional to such loads. Only those Faculty members assigned as fulltime Associateship supervisors will have such duties under our proposal. We anticipate that those duties will be rotated among members of the departments concerned, with one or two Faculty members in each department assigned to supervision each term. In a few cases, where specialties may enrol small numbers of students, fulltime assignment to the Associateship may not be necessary.

Most of the Faculty will continue to offer present senior Education courses as electives within this plan. Many of the Faculty, including the members of the Commission, will recognize the need for learning and retraining.

E. The Distribution of Academic and Professional Work

This proposal calls for an 81 unit Bachelor of Education degree. The relative proportions of work in Education and in outside faculties or departments are as follows:

1. For "Professional" Specialties (based on *who* is taught)
   Minimum content outside the Faculty . . . . 30 units
   Maximum content in Education . . . . 51 units

2. For "Academic" Specialties (based on *what* is taught)
   Minimum content in Education . . . . 24 units
   Maximum content outside the Faculty . . . . 57 units

F. The Organization of the Faculty Program by Terms

For operational reasons, related particularly to the half-year Teaching Associateship plan, it will be necessary to organize part of the Faculty operation into two separate but related terms. Many courses (including 3-unit courses) in our own Faculty would be offered on a term basis. For all students, there are two terms in which academic offerings outside the Faculty would have to be available. During the 1968-69 academic year, Education students were registered in 1-1/2 unit courses offered in single terms in Agriculture, Botany, Biology, Commerce, Computer Science, Economics, Home Economics, Geography, Physical Education and Political Science. It will be necessary for the Faculty to make arrangements with other faculties and departments for the offering of courses synchronized with our Teacher Education Programs. In a few cases it may be necessary for a short period of time to use Routes 2, 3 and 4 to implement some programs.

In Chapter Six where we discuss the external relations of the Faculty, we have made a number of recommendations designed to promote such cooperative arrangements with other faculties and departments. Within the Teacher Education Plan, it is possible that a few students could, in a given term, go to other institutions to develop their specialties.

G. Teaching Strategies

A first stage in the implementation of our programs might be the design of experiences spelling out the specific performance criteria appropriate to teacher roles. While there is considerable controversy in academic circles concerning the value of the so-called "behaviourial objectives" and "systems analysis" approaches to educational problems, there can be little doubt of the need for educators to apply more rational and systematic planning procedures to their work.

In identifying performance criteria relevant to our proposed plan, we suggest that the program for any specialty might be organized into tasks designed to result in the teaching behaviours defined as desirable. At the same time, the appropriate contexts for learning specific behaviour need to be found or created. Some tasks can be accomplished on campus using peers or simulated situations. Others require real children in real classrooms. Models are needed to show the variety of styles or ways of completing specific tasks. Student teachers need to learn that there is usually no *one* way to accomplish a given task. Where faculty members in a certain program are sympathetic to the performance criteria approach, it may be desirable to organize the program in this way on an experimental basis under the aegis of the Associate Dean of Development and Planning. The Commission had available the nine model proposals for teacher education which were funded by the United States Office of Education. These are generally based on the performance criteria approach and are a rich source of ideas that would be of value to all groups designing future programs, whether or not based on that approach.

In conclusion we recommend that:

4. *The Teacher Education Plan be implemented forthwith by the first Senior Administrative Board.*

CHAPTER IV

GRADUATE PROGRAMS

I. INTRODUCTION

The graduate functions of the Faculty of Education fall into two broad categories. In the first category are programs designed to enable teachers and other graduate students to undertake advanced studies involving research development and the acquisition of highly specialized skills related to education. Such programs imply well-planned sequences pursued in residence, in a graduate atmosphere, by a restricted number of outstanding students.

In the second category are programs designed to meet a large demand for supplementary training in which teachers and other practising school personnel can increase their competency and receive recognition for their efforts.

It is the opinion of the Commission that both categories of programs are important but that the differences between them imply two sharply distinguished types of offerings. Students in programs of the first category should pursue their work to the Master of Arts or doctoral level degrees through the Faculty of Graduate Studies. Students in the second category should pursue their work through programs leading to a new degree, the Master of Pedagogy (M.Ped.), an internal offering entirely under the jurisdiction of the Faculty of Education. This degree would be designed to meet the needs of teachers and other educational personnel but would make no pretense of being a high-level graduate studies degree. In addition to the new degree, a Graduate Diploma in Education (G.D.E.) should be available to students in the second category described.

All the degree and diploma programs referred to would be under the jurisdiction of the Executive Committee on Graduate Programs (E.C.G.P.), subject, in the case of those in the first category, to the rules and regulations of the Faculty of Graduate Studies. The composition and functions of this committee have been described in Chapter Two.

The Graduate Council is the constituency of this committee and serves as the deliberative body for graduate studies within the Faculty. Membership in this body is determined by the Senior Administrative Board according to criteria established by the Committee on Faculty Personnel Policies and the Faculty of Graduate Studies.

In accordance with university requirements, the Faculty Council is the legal body that notifies and passes on to Senate all recommendations concerning graduate studies that require external sanction. An Office of Graduate Programs handles all administrative details regarding admissions, registration, counselling, records and similar matters. Within each department a Graduate Program Advisor who is a member of the Graduate Council acts as a coordinator of graduate studies.

For the remainder of this chapter, we have assigned meanings to certain terms as follows:

1. **Program:** a collection of required and optional courses and activities under the control of a program group (e.g. School Psychology). Each graduate student will be admitted to a program.

2. **Program Group:** a group of members of the Graduate Council, sanctioned by the Executive Committee on Graduate Programs to be responsible for a program and for the individual students registered in it. Prior to the appointment of the Candidate's Committee, an interim advisor for each student shall be appointed from this group. Ordinarily, a program group will be drawn from a single department of the Faculty.

3. **Student Program:** an individual program normally made up of elements of the program in which a given student is registered.

4. **Candidate's Committee:** each student working on a thesis will have a thesis committee sanctioned by the Executive Committee on Graduate Programs. This committee will ordinarily be drawn from the program group with which he is registered, together with other members of the Graduate Council or members of other university faculties.

II. DOCTORAL PROGRAMS AND DEGREES

The Faculty of Education has been authorized to offer the Doctor of Education degree since 1962. The authorizing recommendation to the Faculty of Graduate Studies was to the effect "that the Faculty of Education be authorized to institute a program leading to the degree of Doctor of Education, without prejudice to the possibility of establishing a program leading to the degree of Ph.D. at some time in the future". In 1967, as a result of proposals from another committee, the Dean of Graduate Studies requested Dr. John A. Goodlad, Dean of the Graduate School of Education, University of California, Los Angeles, to study and report on the matter of a possible Ph.D. in

Education at the University of British Columbia. The key recommendations of the Goodlad Report for purposes of the present discussion were "that the Faculty of Education be authorized to grant the Ph.D. in selected fields . . ." and that the Faculty "differentiate the functions and, subsequently, the programs for the Ed.D. and Ph.D. degrees".*

We are in accord with Dr. Goodlad's proposal that these degrees and programs should be based on the premise that "there is such a thing as a practising educator and there are educational phenomena about which we need to know a great deal". One function of the Doctor of Education degree was considered to be that of "an appropriate capstone for the top level, mid-career educational administrator or clinical specialist."** By enrolling experienced educators of demonstrated professional competence in advanced training programs, such a degree might become recognized as parallel to professional degrees in medicine, dentistry, law and so on. The program should probably include "advanced seminars in recent theory and research, some kind of clinical internship, residence exposure to a research climate and an applied dissertation judged on the basis of its significance for the conduct of education".**

The foregoing is essentially a description of several Ed.D. programs currently offered by the Faculty of Education. These programs are offered according to general requirements similar to those for the Ph.D. degree. The *status* of these degrees must be equal. Any difference between them should be with respect to *function.* At present, the Ed.D. is forced to serve both practice- or clinically-oriented functions and those of a research type. We believe that an appropriate next stage in the development of graduate programs in the Faculty of Education should be along the lines suggested by the Goodlad Report and endorsed by the Dean of Graduate Studies in his discussion of February 1, 1968 with members of the Faculty's present Graduate Executive Committee. We recommend that:

5. *The Executive Committee on Graduate Programs, immediately upon its establishment, take steps to permit this faculty to offer the Ed.D. and Ph.D. degrees within the constraints of this report and distinguishing between them according to the rationale of the Goodlad Report.*

6. *The Executive Committee on Graduate Programs establish parameters governing all programs in the Faculty of Education leading to the Ed.D. or Ph.D. degrees.*

With regard to specific procedures for establishing programs leading to doctoral degrees in Education, we recommend that:

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* Quoted from the letter of Dr. John A. Goodlad to Dr. Ian McTaggart-Cowan, December 4, 1967, p. 2.

** Ibid., pp. 5 - 6.

7. (a) *Five or more members of the Graduate Council petition the Executive Committee on Graduate Programs for permission to establish a given program. The five faculty members concerned may be drawn from a single department of the Faculty or from more than one. Where the latter is the case, the committee must be assured that the group has sufficient common interest and competence to offer a consistent and high level program. No member of the Graduate Council may belong to more than one doctoral program group.*

   (b) *Each petition be accompanied by a list of courses, colloquia, seminars and other activities intended to make the most fruitful use of student time spent in residence, along with evidence of the adequacy of the study and research environment, including library facilities, office space and, where appropriate, facilities for off-campus experiences.*

   (c) *The Committee examine the qualifications of the petitioning group and assure itself that the group meets the standards of the Faculty of Graduate Studies and the criteria established by the Committee.*

   (d) *The Committee. assures itself that the proposed program meets the standards of the Faculty of Graduate Studies and the criteria established by the Committee for the degree involved.*

   (e) *The program be advanced to the Faculty of Graduate Studies who will at their discretion, sanction the program and the program group.*

   (f) *Upon approval by the Executive Committee on Graduate Programs and the Faculty of Graduate Studies, a new program shall operate for an interim year beginning with the date of admission of the first student to residence. Twelve months from that date, the program group will submit to the Executive Committee on Graduate Programs a report indicating that the group remains viable, that the activities projected have in fact occurred and that suitable course offerings remain available. If the committee is satisfied that the program remains viable, they should notify the Faculty of Graduate Studies to this effect and sanction the group to continue the program.*

   (g) *Upon any change in the composition of a program group the Executive Committee on Graduate Programs must review the viability of that group.*

We see each student's progress through a doctoral program as comprising two stages, qualifying and candidacy. The first of these should be designed to enable the faculty to come to a judgement regarding the student's fitness to continue in the given program and should be completed within twelve months of first registration. Successful completion of the qualifying stage should imploy a moral commitment by the Faculty to render all appropriate assistance to the student towards completion of the program, assuming that the student continues to perform at a high level. Candidacy implies completion of all requirements except the thesis and the final examination. We recommend that:

8. *The Executive Committee on Graduate Programs establish the following stages for every student admitted to a doctoral program:*

    (a) a qualifying stage, to be completed within twelve months of first registration, comprising successful performance in course work and in oral and/or written examinations together with a demonstration of research abilities and attainments.

    (b) a candidacy stage, to be entered following the successful conclusion of all course work, residence and other pre-thesis requirements, including appropriate oral and/or written examinations.

9. *Following admission to candidacy, each doctoral student be under the guidance of a Candidate's Committee who will approve his research proposal, direct the development of his thesis and carry him through to the final examination for the degree in accordance with regulations of the Faculty of Graduate Studies. The Candidate's Committee shall be drawn from the program group concerned and from such others outside it as may be appropriate. This committee must be approved by the program group and by the Executive Committee on Graduate Programs.*

10. *As required by the Faculty of Graduate Studies, all students must complete degree requirements not later than the end of the sixth winter session following first registration in the doctoral program unless a delay can be strongly justified.*

In some cases, some exceptionally qualified students may be able to pass through the stages required with relative rapidity or may, for a variety of reasons, not need to be held to all the requirements outlined. We recommend that:

11. *The Executive Committee on Graduate Programs rule directly on cases of students in any doctoral program who for whatever reason are deemed to warrant exemption from any prescribed stages or procedures.*

While we would expect that the majority of program groups would be drawn from a single department of the Faculty, we assume that small but related departments might combine for this purpose or that individuals from a variety of departments with a common and overriding research interest might do likewise. At the same time, it will be noted in Recommendation 3 (a) that we are concerned to restrict every faculty member to one program group. This requirement would seem necessary if viable programs are to be maintained. It seems sanguine to assume that there are many faculty members capable of maintaining acquaintance with the literature and research of more than one program.

Membership of Candidates' Committees is a different matter. For example, whether or not we have a program group concerned with educational measurement and statistics, it is likely that members of the Faculty with skills in this area will be in demand as members of thesis committees. It is desirable and in most cases probably essential that every student have the benefit at the candidacy stage of expertise from outside the program in which he is registered.

III. THE MASTER OF ARTS DEGREE AND PROGRAMS

We propose a single graduate master's degree in Education under the jurisdiction of the Faculty of Graduate Studies. Entrance requirements must be those established by the Faculty along with any established by the Executive Committee on Graduate Programs and by a particular program group.

The requirements for the degree should generally involve 15 units of work, including courses and a thesis, and at least a year of residence.

While we recognize that most master's programs are likely to be either clinically oriented or research oriented, we see no need for more than one degree at this level. This degree, according to its emphasis, could lead to later work toward one or the other of our proposed doctoral degrees. We see work at the master's level as being specialized, but possessing the common element described below. Every program should have the coherence and central disciplinary focus that one associates with high level graduate work.

Those who desire to specialize exclusively in an academic discipline at the graduate level should be encouraged to do so by seeking admission to the appropriate academic department.

We recommend procedures for the establishment of Master of Arts programs analogous to those already described for doctoral programs, namely:

12. *(a) Each petition for a program must be signed by three members of the Graduate Council, ordinarily from a single department of the Faculty. Where this is not the case, the Executive Committees on Graduate Programs must be assured that the group has*

sufficient common interest and competence to offer a consistent and high level program.

(b) *Each petition must be accompanied by a list of courses and activities offered within the University or otherwise available to students and suited to the degree program. Similar evidence must be provided concerning the adequacy of resources such as library and other appropriate facilities. In the case of clinically-oriented programs, this must include indications of suitable school and related experiences.*

(c) *The program be advanced to the Faculty of Graduate Studies who will at their discretion, sanction the program and the program group.*

(d) *Upon approval by the Executive Committee on Graduate Programs and the Faculty of Graduate Studies, a new program shall operate for an interim year beginning with the date of admission of the first student to residence. Twelve months from that date, the program group will submit to the Executive Committee on Graduate Programs a report indicating that the Group remains viable, that the activities projected have in fact occurred and that suitable course offerings remain available. If the Executive Committee on Graduate Programs is satisfied that the program remains viable, they should notify the Faculty of Graduate Studies to this effect and sanction the group to continue the program.*

IV. THE MASTER OF PEDAGOGY (M.Ped.)

A large number of teachers in British Columbia have for many years expressed the desire for further university work, directed either to their specialty, to broader training related to their teaching duties or to an educational service specialty such as counselling or administration. Our only available channel has been the Master of Education degree. This degree has been ill-suited for this purpose for two reasons. Entrance requirements quite proper for high level graduate study have precluded admission for large numbers of students who could profit from further study. Secondly, legitimate graduate programs have suffered from the attempt to accommodate the M.Ed. degree to two purposes.

To remedy this state of affairs and to offer greater encouragement to teachers and other educational personnel to improve their qualifications and practice, we propose the institution of a new degree, the Master of Pedagogy (M.Ped.). The Faculty of Education must assume some responsibility for ameliorating a situation that requires many teachers who wish to upgrade their qualifications to go outside the province, often at considerable expense or in circumstances inappropriate to their needs. Accordingly, we recommend that:

13. *The Faculty of Education institute a new degree, Master of Pedagogy, under the control of the Executive Committee on Graduate Studies.*

   (a) It should be administered entirely within the Faculty, without relation to the Faculty of Graduate Studies.

   (b) Programs for the degree should be open to any student holding a bachelor's degree who has completed teacher training successfully or can indicate other educational experience judged to be appropriate by the Executive Committee on Graduate Programs and the department concerned.

   (c) The degree should be granted to any student who has completed successfully 96 units of post-secondary university study i.e., 30 units beyond the present Bachelor of Education (Elementary) program, 21 units beyond the present Bachelor of Education (Secondary) program, 36 units beyond a standard Bachelor's degree from another faculty or 15 units beyond the proposed new Bachelor of Education program. For students who graduated prior to the institution of the degree, credit toward it should be granted for work completed at this University since graduation except that done more than ten years before registration for the M.Ped. degree. In such cases, not less than twelve units of work must be completed subsequent to registration for the degree, regardless of the amount presented for retroactive credit.

   (d) Courses taken for a post-baccalaureate diploma offered by the Faculty may be credited toward the M.Ped.

   (e) The degree should be of two kinds: M.Ped. (Specialty) and M.Ped. (General). Each department in the Faculty should be able to establish a program leading to the M.Ped. (Specialty). For this purpose, the department should appoint an M.Ped. Adviser, who will approve all programs that meet the Department's requirements. Students registering for the M.Ped. (General) need only register their programs with the Office of Graduate Programs, which will appoint an adviser for the purpose of administering this degree.

   (f) The M.Ped. (General) Degree should require no residence or thesis. The M.Ped. (Special) degree may or may not require residence or a thesis, at the option of each department.

   (g) Subject to the restrictions imposed by any department on an M.Ped. program sanctioned by it, any course offered by the

University at the 200 level or above should be acceptable towards the degree.

We are anxious that flexibility be maintained in M.Ped. programs. This is, in part, provided by the offering of two types, specialty and general. The latter arrangement will permit a student to take any sequence or combination of courses he wishes, subject only to the usual prerequisite requirements for senior and graduate offerings. In particular, it should be noted that the degree will give teachers wide scope to pursue academic or professional courses to upgrade their knowledge, and become specialists in a subject field.

Alternatively, it may permit those who have acquired new teaching or administrative responsibilities to develop new specialties appropriate to their changed professional circumstances.

To a large extent, we expect M.Ped. students to use the standard offerings of the Faculty and the University. There may be occasions when a department wishes to provide a course specifically for M.Ped. students or to offer a further section of an existing course for such students. Departments could use M.Ped. courses as a means of developing their graduate programs and of qualifying to offer work at the Master of Arts level. We recommend that:

14. *The Executive Committee on Graduate Programs and the Senior Administrative Board exercise careful supervision of all M.Ped. offerings and programs to ensure that undue demands are not made upon the Faculty's resources.*

We should also emphasize the opportunity that the M.Ped. degree will offer to students entering our teacher-education programs with degrees from other faculties and universities. Such students will normally enter the Faculty with 60 units of bachelor's course work completed. Those on Route 3 will have completed an additional 33 units of work when they have met the requirements of Education 2. They will have 6 units to complete for the M.Ped. degree. In the case of Route 4 students, the summer following the one-year Teaching Associateship must be devoted to the completion of Education 2. These students will need an additional summer to complete the degree. We recommend that:

15. *Students in Routes 3 and 4 of the teacher-education programs be registered for the M.Ped. Degree on entry to the Faculty. Such students, upon completion of the required units, should be granted the M.Ped. (Specialty) or the M.Ped. (General), whichever is appropriate.*

The acquisition of an M.Ped. degree should not preclude a student from applying for admission to an M.A. program.

V. OTHER CONSIDERATIONS REGARDING GRADUATE DEGREES AND PROGRAMS

During the academic year 1968-69, a Faculty sub-committee investigated the need for a common element of core work for graduate students in Education at the M.A. and doctoral levels. It was recognized that no graduate students in the field are likely to be maximally effective unless they are acquainted with the full range of types of research in education. In the spirit of the proposals of the sub-committee concerned, we recommend that:

16. *The Executive Committee on Graduate Programs investigate the feasibility of organizing a 3-unit course on modes of educational research, to be required of all M.A. students and of doctoral students whose previous records do not show evidence of having done comparable work elsewhere. Such a course, offered co-operatively by several faculty members, should center on the variety of types of research pursued in education, using as raw material a large and changing pool of studies drawn from as many as possible of the areas of research under current investigation in the Faculty. This pool should include samples of empirical research, experimental, quasi-experimental and survey studies, historical studies and logical and conceptual studies. Approximately the first third (1-unit equivalent) of the course should be devoted to statistics pursued to a level adequate to permit the student to make an interpretive use of educational research.*

The Executive Committee on Graduate Programs should undertake review of the assignment and use of graduate assistants. Many of our graduate students will become college and university teachers. Apprentice teaching should extend beyond leading discussion sections to include other valuable experiences such as preparing and delivering lectures, conducting tutorials and participating in panels. Possibly a teaching assistantship under faculty supervision should be a requirement for candidates planning careers in colleges and universities. This could be related to our proposals, discussed in Chapter Five and set forth in Recommendation 47 for the training of teaching assistants in other faculties and for graduate programs for the cooperative training of junior college teachers, by the Faculty of Education and academic departments.

The comparatively late entry of many students to graduate study in Education has been a problem in the training of educational researchers. While adequate teaching or other school experience is usually desirable, it is important that the Faculty encourage the ablest young practitioners not to delay unduly their entry into graduate work. Increasingly, educational problems are attracting the attention of researchers in other fields. Consideration needs to be given to attracting young scholars from these fields to work with the Faculty, either directly or through institute arrangements of the type discussed in Chapter Six.

As part of the systematic evaluation of the Teacher Education Plan referred to earlier, it will be essential that any programs based on the performance criteria approach be subject to careful scrutiny. This should be an aspect of a broader study of teaching strategies in the Faculty. In effect, this is a proposal that the Faculty study its own teaching systematically. We therefore, recommend that:

17. *The feasibility of establishing a graduate program in teaching strategies be studied by the Associate Dean of Development and Planning.*

In 1968, the Graduate Working Committee of the Faculty considered the need for systematic procedures in the development and presentation of proposals for new courses. We agree with their view that "hardly less than a year should elapse between the first development of a new course proposal and its final appearance in the calendar." It has been called to our attention that there may be problems of overlap between courses in one specialty and those in others. Whenever such problems appear, the Executive Committee on Graduate Programs should take full note of them and consult with the program groups concerned.

There is widespread concern that the number of resident graduate students that a department may carry should be subject to some considered and reasonable limit. We therefore recommend that:

18. *The Executive Committee on Graduate Programs choose values for parameters a, b, and c, for the following equation where D is the number of doctoral candidates, M is the number of M.A. candidates and G is the number of faculty in the program group:*

$$aD+bM=cG.$$

VI. GRADUATE DIPLOMA PROGRAMS

At present, six diploma programs are operated by the Faculty of Education. Four of these require degrees for admission and the remaining two recruit most of their students from among degree holders. Elsewhere in this report, we have suggested that diploma programs below the graduate level can best be offered through Education-Extension and the junior colleges. As set forth in Recommendation 19 below, it is our view that the Faculty could encourage the training of paraprofessionals such as teachers' aides by developing a graduate program for preparing instructors of such personnel. We recommend that:

19. *Graduate programs designed to prepare instructors of paraprofes-*

sional personnel should be considered by the Executive Committee on Graduate Programs in co-operation with the Associate Dean of Development and Planning.

At the graduate level, four of the existing diploma programs lead to partial teacher certification. As all entrants to these programs are required to hold degrees, we recommend that:

20. *a) Students in graduate diploma programs that lead to teacher certification be enrolled in Routes 3 or 4 of the teacher-education programs, their work being synchronized as closely as possible with the Education 1 and 2 years. Within five years of the adoption of this recommendation, these programs should be fully integrated with the teacher-education programs.*

    b) A single Graduate Diploma in Education (G.D.E.) should be offered. The courses taken for this diploma should be applicable towards an M.Ped. degree.

    c) The Graduate Diploma in Education should be under the jurisdiction of the Executive Committee on Graduate Programs.

In accordance with Recommendation 20(b) present graduate diploma holders may, in certain circumstances, apply their work towards the M.Ped. degree.

In the case of diploma programs in Adult Education and Guidance, arrangements could be made similar to those proposed in Recommendation 20(b) with the difference that students not holding teaching certificates or not preparing for educational positions requiring certification would substitute other experiences for the school-related experiences proposed for Education 1 and 2. In the case of students in the existing Counselling Diploma Program, the foregoing recommendation would require only six more units of work for the M.Ped. degree. We recommend that:

21. *Students in graduate diploma programs preparing for non-school educational service should be enrolled in special versions of Education 1 and 2 which would provide appropriate experiences including associateships related to their interests. Such students should receive the Graduate Diploma in Education. The courses taken for the Diploma should be applicable towards a Master of Pedagogy degree for students eligible for candidacy for that degree.*

CHAPTER V

THE INTERNAL RELATIONS OF THE FACULTY

I. STUDENT-FACULTY RELATIONSHIPS

The Commission recognizes that there are two aspects of student-faculty relationships: a formal aspect concerned with channels of communication at the organizational level and an informal aspect concerned with communication between student and professor.

Regarding the formal aspect, COFFE endorses in principle the notion that students should be involved in a consultative and sometimes representative way in decision-making about matters which are of concern to them. Our proposals in this regard have taken into account a resolution passed by a general staff meeting of the Faculty on September 17, 1968.

Regarding the informal aspect of student-faculty relationships, the Commission believes that individual contact between student and professor is basic to the pursuit of learning. This aspect is essentially a social relationship and the key to this kind of contact lies in freedom of association between student and professor. Not all students want the same kind of relationships, either with other students or with faculty members. The same is true for faculty members. As far as possible, individual students and faculty members must be given the opportunity for choice in their relationships. It would be both impossible and undesirable to attempt to legislate or prescribe the forms of relationship at the individual level.

Our specific recommendation regarding the formal involvement of students in decision-making procedures in the faculty are stated below. These recommendations reflect our belief that participation can be most effective at the operational level, and that senior policy-making should be in the hands of those who have a long-term commitment to the Faculty. We recommend that:

22. *Students participate in the selection of faculty members of the Senior Administrative Board by assuming the equal right with faculty to make nominations for membership on that Board.*

23. *The Student Assembly be recognized as the body empowered to designate student representatives to decision-making bodies indicated in the proposed faculty structure.*

24. *The Standing Committee on Student-Faculty Liaison, responsible directly to the Senior Administrative Board, comprise an equal number (5) of students and faculty, with functions and powers as described in Chapter Two of this report.*

25. *Students be represented on the Executive Committee on Teacher Education Programs and the Executive Committee on Graduate Programs as set forth in Chapter Two of this report.*

26. *Students be entitled to eight (8) representatives as voting members of the Undergraduate Council.*

27. *Graduate students be entitled to two (2) representatives as voting members of the Graduate Council.*

28. *Students be entitled to two (2) representatives as voting members at meetings of all departments except those with fewer than three faculty members. Student representation at meetings of smaller departments shall be arranged by consultation between Chairmen and the Student Assembly.*

29. *Faculty members at any meeting retain the right to declare a meeting to be in camera, restricted to Faculty members.*

Our proposals for undergraduate programs (see Chapter Three) assume the involvement of students at some stages of the planning and execution of such programs. Orientation week activities, SCIL-courses and Events of various kinds could well involve students in various ways. The flexibility of future programs and the involvement of students in decision-making as recommended above should provide many opportunities for students to participate in the organization of academic activities perceived by them as pertinent to their needs. The emphasis on small specialty seminars, on a variety of academic activities in addition to conventional large group lecture courses, the opportunity for students to pursue individual projects which will provide a significant basis for the evaluation of their achievement — all these suggest greatly improved possibilities for faculty-student communication. We recommend that:

30. *The Committee on Student-Faculty Liaison:*

    (a) Review policy regarding changes of course and changes of sections within a course and make appropriate recommendations to the Senior Administrative Board for consistent practice in these matters.

    (b) Explore possible means of recognition of student service to the faculty.

Much concern has been expressed to COFFE about the need for improved counselling services within the Faculty. In our proposals for the future structure of the Faculty, we have suggested that counselling in its various aspects be regarded as a function of the Office of Teacher Education Programs, in a separate but adjacent location.

We recommend that:

31. *For each program offered by the Faculty, there be designated throughout the year a faculty member who will be available at stated times for guidance purposes and who will maintain regular liaison with the Office of Teacher Education Programs.*

II. FACULTY PERSONNEL POLICIES

In this section, we make a number of recommendations concerning salaries, promotions, appointments, tenure, sabbatical leave policy, faculty workload and the continuing education of faculty members. These matters are generally under the jurisdiction of the Dean and of the Committee on Faculty Personnel Policies. The Dean's authority in regard to these matters and the composition and function of the committee have been set forth in Chapter Two. With regard to salaries, we recommend that:

32. *The Committee on Faculty Personnel Policies consider the criteria set out on pp. 26 - 27 of the University Faculty Handbook of March, 1967 as general guidance with respect to salary policy.*

33. *In his position as overall co-ordinator within the Faculty and due to the common desire to keep salaries as confidential as possible, the Dean be responsible for the setting of all faculty salaries.*

34. *Where a faculty member feels that he/she has been unjustly treated with respect to salary, the Committee on Faculty Personnel Policies serve as a route of appeal to the Dean.*

With regard to new appointments to senior administrative positions, (Dean, Associate Deans,) we recommend that:

35. *The Senior Administrative Board, subject to University policies regarding such appointments, serve as the Faculty body concerned in the search for and selection of new appointees to these positions.*

36. *The Senior Administrative Board should seek to advertise such positions within the Faculty, the University and outside.*

With regard to the appointment of new faculty members, we recommend that:

37. *The search for new faculty members be initiated by the Dean, the Senior Administrative Board or departments through their chairmen.*

38. *All openings for such positions should be widely advertised through the Information Office. Every serious applicant should receive a copy of the Faculty Handbook and current Education Staff Handbook.*

39. *Under no circumstances should this Faculty employ at Faculty rank its own graduates who have not subsequently held academic appointments for at least one academic year at other educational institutions.*

40. *All members of the department concerned be apprised of the availability of each prospective colleague for discussion and interview. Where an appointment is being made to a department concurrently being formed, the interview shall be with the Senior Administrative Board and members of faculty directly concerned.*

41. *Following approval by the Department concerned, each appointment to the faculty should be made on the recommendation of the Dean to the President and the Board of Governors of the University. The Dean will assign every new faculty member to one (and only one) department. No recommendation for appointment to a new department may be made until the establishment of the department has been finally approved by the Senior Administrative Board.*

With regard to promotion of faculty members we recommend that:

42. *Applications and recommendations be received and considered by the Committee on Faculty Personnel Policies.*

43. *While the Dean has the sole power to recommend promotions or assignments of tenure to the University Senior Appointments Committee, all recommendations regarding these matters must go through the Committee on Faculty Personnel Policies, but the Dean has the option of accepting or rejecting the Committee's advice.*

44. *Recommendations regarding promotion and tenure may originate with the Dean, members of the Committee on Faculty Personnel Policies and department chairmen, in all cases in consultation with senior members of the departments concerned.*

45. *Where an individual faculty member feels that he warrants promotion or that he has been overlooked, he may request the Dean to place his name before the Committee and the Dean shall be bound to do so. Alternatively, he may put his case directly to the Committee. Each department will be required to submit its recommendations to the Committee annually, by a convenient deadline. Where no recommendations are considered appropriate, a written statement to this effect will be submitted.*

With regard to criteria for promotion and tenure, we recommend that:

46. *The Dean and the Committee on Faculty Personnel Policies con-*

> *tinue to give major emphasis to successful teaching, scholarship, and service with the greatest weight being given to the first two. Scholarship should be judged by standards of academic qualification, scholarly production and general professional competence within the area of specialization.*

With respect to successful teaching three points need to be made. Firstly, the Commission believes that more systematic emphasis should be given to successful teaching as a criterion for promotion and tenure. We recognize the difficulty of determining criteria of success in teaching and the fact that to some faculty members any form of assessment of teaching seems to imply some threat to academic freedom. Secondly, we urge that systematic research into university teaching should be promoted on this campus. Thirdly, the brief to COFFE of a Dean's Committee of the Faculty of Arts recommended that:*

> members of the Faculties of Education and Arts working jointly could be one immense practical help in training Teaching Assistants in the Faculty of Arts. We suggest the introduction of courses in evaluation and in methods of teaching suitable for the university level. These courses could be open on a voluntary basis to newly-appointed staff (and old-timers too!) in the Faculty of Arts. If the Faculty of Arts continues to use untrained teaching assistants in Lower Year large courses, some attempt must be made to obtain guidance from qualified persons in the Faculty of Education.

Accordingly, we recommend that:

47. *The Committee on Faculty Personnel Policies work with the Associate Dean of Development and Planning and with the various departments to initiate, on a pilot basis, instruction in evaluation and in methods of university teaching along the lines suggested in the Faculty of Arts brief to COFFE.*

48. *In conjunction with such instruction, the Associate Dean of Development and Planning consider research projects designed to investigate problems of improving university teaching.*

49. *The Associate Dean of Development and Planning, in cooperation with the Committee on Faculty Personnel Policies, should investigate the feasibility of establishing procedures for helping lecturers and teaching assistants improve and evaluate their teaching. Such assistance should also be available to staff at faculty rank on a voluntary basis.*

We believe that a faculty member should be permitted to devote perhaps the major part of his time and effort to his teaching duties without, as now appears likely to be the case, detracting from his opportunities for promotion and tenure. We do not intend, however, that a faculty member avoid having applied to him the scholarship criterion. Both the scholar-teacher and the teacher-scholar are acceptable.

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* Faculty of Arts Brief to COFFE, p. 4

Systematic procedures for considering the teaching criterion should be developed to accompany those already available for considering the scholarship criterion. We, therefore, recommend that:

50. *The Associate Dean for Development and Planning investigate the feasibility of developing systematic criteria for evaluating teaching as a basis for salaries, promotion and tenure.*

The question of faculty workload is perennially a thorny one. Workload has traditionally been measured in terms of so-called "classroom contact-hours", i.e., the number of hours per week during which a faculty member appears in classrooms and teaches students. At present, this workload is widely considered to be nine hours per week. In practice, if one considers the formal duties of faculty members, the workload for most bears little resemblance to this figure. In our deliberations, we have tried to think of workload in terms of a basic commitment that should be required of all members of the faculty. This commitment should be conceived in terms of teaching duties (including office hours), administrative responsibilities (including sanctioned committee work and counselling), supervision of graduate studies and research, supervision of Teaching Associates and continuing education involving the teaching of credit courses or the conduct of other activities for which university credit is normally granted. For a given faculty member, any one of these could be the workload for a term or a winter session. Beyond these, such activities as writing, painting, research other than that included in the basic commitment, service within the university other than that required for the normal operation of one's own faculty and department, and community endeavor should, as now, be considerations in determining the individual's salary, promotion and tenure.

In recognition of the problems of determining faculty workload, we propose a *commitment-unit* as an arbitrary unit of measure. As an example, we suggest that if a conventional contact hour be considered equal to three such units, 40 commitment-units per week might be regarded as each faculty member's total basic commitment. Once again, it must be emphasized that any comparison of this commitment with present faculty loads must take into account all of a faculty member's responsibilities, not just teaching hours. Of 40 commitment-units, an average of two commitment-units per faculty member should be assigned to the Associate Dean of Development and Planning to provide him with a pool of faculty time for carrying out his work. The Senior Administrative Board should also provide a substantial block of commitment-units for graduate studies. In practice, many faculty members might do no work in either of these areas while a few might be occupied full time in development and planning or graduate studies. In addition to earmarking at least two commitment-units for development work, the Senior Administrative Board should annually determine the commitment-unit value for each of the other basic commitment activities noted above. In summary we recommend that:

51. *In order to establish the most equitable possible workloads, the Senior Administrative Board consider the adoption of a system of measuring and assigning faculty workloads by means of commitment-units. Weights should be assigned to each of the activities, including development and planning work, regarded as part of the basic commitment of the Faculty. The Board should annually examine the basic commitment needs of the Faculty and assign duties to each faculty member on the basis of commitment-units deemed appropriate for the activities in which the member participates.*

In Chapter Seven the need for both informal and formal means of professional growth of teachers and other educational personnel is underscored. No member of the Faculty of Education will deny the necessity of comparable provisions for his own growth. In our outline of the future structure of the Faculty in Chapter Two, we suggest that the Dean be responsible for encouraging such growth. Acting in such a role, the Dean might arrange for the issuing of information, the maintenance of a faculty reading room, the organization of colloquia and seminars and other activities designed to keep individuals, committees and departments informed of ongoing events and developments. For these purposes, he should utilize the resources of the Office of Information. Information regarding travel and research grants, sabbatical leave policies and opportunities, postdoctoral fellowships and similar awards, conferences and conventions should also be supplied on a regular and systematic basis. It is vital that all members of the Faculty maintain contact with institutions and organizations of direct professional concern. In this regard, the Dean should encourage faculty contacts of various kinds with schools and other educational institutions in British Columbia and elsewhere. Specifically, we recommend that:

52. *The Dean act as Co-ordinator of Faculty Professional Growth, directing the study, establishment, promotion and execution of policies concerned with the continuing education of faculty members.*

53. *The Dean, through the Senior Administrative Board, establish visiting lectureships and professorships.*

III. FACULTY ENVIRONMENT AND RESOURCES

This section is based largely on reports submitted by two committees of COFFE. The first of these dealt with the physical environment of the Faculty. The second was concerned with the role of technology, communication and media in the work of the Faculty. The concerns of these committees were not only understandably complementary at many points but inevitably touched on questions of interest to all other individuals and groups. A number of matters discussed by the committees are referred to elsewhere in this report. Similar matters were discussed in the University Librarian's brief to COFFE.

Since the nature and quality of our environment can have an important effect both on the development of students and on the work of faculty members, we believe that a concerted effort should be made by the University and by the Faculty to maintain and improve the environment. To this end, we have proposed the creation within the Faculty structure of a Committee on Environment and Resources, the duties of which are set forth in Chapter Two. This committee is directly responsible to the Senior Administrative Board.

We are concerned here not only with physical surroundings but with many other physical and human resources that impinge on the work of the Faculty. It is clear that the total environment, including buildings, resources, facilities and personnel can either facilitate or impede the intellectual, aesthetic and social development of students.

We are particularly concerned that the detailed and imaginative proposals made by the COFFE Committee on the Physical Environment of the Faculty be kept in mind as a basis for immediate action. These proposals range from the establishment of a rooftop coffee garden to the complete reorganization of our sterile entrance foyers. Many proposals for the internal modification or rearrangement of facilities within the Education Building would involve little or no cost to the Faculty. Students and faculty members from such departments as Industrial Education and Art could be given the primary responsibility for planning the needed changes. We recommend that:

54. *The Senior Administrative Board Committee on Environment and Resources use as a starting point for consideration of an improved physical environment in the Faculty the report of the relevant COFFE committees on this subject, with a view to the earliest possible implementation of the recommendations made therein.*

As implied by the name of the Committee, we intend that it assume responsibility for all arrangements regarding displays, exhibits, facilities and amenities within the Education Building, including redecoration and other changes that may be needed from time to time. We recommend that:

55. *The Senior Administrative Board Committee on Environment and Resources be assigned whatever portion of the Faculty of Education budget is allocated for the purpose of maintaining a high quality environment and that it maintain regular liaison with other University groups with similar responsibilities to the end that a reasonable and consistent development of the physical environment be promoted.*

During the 1968-69 session, a Dean's Committee spent considerable time exploring the possibilities of joint operations with the University Hill School District. With the inevitable major growth of this district we are concerned that no opportunity be lost that may present itself for involvement by the Faculty in such growth. The Commission has had several valuable interchanges of information with the Maple Ridge School District, culminating in the establishment of a COFFE committee to produce guidelines for a number of possible co-operative arrangements involving faculty members and students. We have also been interested in the possible establishment of a residential college in Education on the campus. A thorough committee report raises a considerable number of problems regarding such a plan. The above matters are referred to the Associate Dean of Development and Planning for consideration. Meanwhile, as all relate in one way or another to the Faculty environment, we recommend that:

56. *Any committees established by the Associate Dean of Development and Planning to consider co-operative endeavors with the University Hill and/or Maple Ridge School Districts and the Department of Education include representation from the Senior Administrative Board Committee on Environment and Resources.*

57. *In any future consideration of the possibilities of a campus residential college by the Senior Administrative Board and/or the Associate Dean of Development and Planning, the Committee on Environment and Resources be given a direct voice.*

The whole matter of audio-visual services, media, study space, including auto-instructional facilities, is in need of careful study. We recommend that:

58. *An Office of Curriculum and Media Services be established under policy guidelines set forth by the Committee on Environment and Resources. For administrative purposes, this office shall be under the Associate Dean of Services and shall be headed by a director who will serve as an ex officio member of the Committee. The Office will be charged with the following responsibilities:*

    a. All the functions and services of the present Curriculum Laboratory.
    b. All audio-visual equipment, materials and services with the

exception of those which may from time to time be purchased by particular departments for high intensity use.

c. *The circulation of ancillary materials, such as sets of laboratory materials, that may be made available from time to time.*

The Office of Curriculum and Media Services will require some of the technical assistance now employed elsewhere and may need more than one center of operation within the buildings used by the Faculty. We recommend that:

59. *Each department of the Faculty assign one member to act as a liaison person with the Office of Curriculum and Media Services to promote communication with and the most effective use of the Office by all members of the Faculty.*

At present, the Curriculum Laboratory is under the jurisdiction of the University Librarian. We are not prepared to say what form of administrative liaison with the Library may be most desirable for our proposed Office of Curriculum and Media Services. Undoubtedly such liaison should be very close and should probably involve direct and formal channels of communication between the University Librarian and the director of that Office. It is also necessary to bear in mind existing proposals for a University learning resources center as well as incipient developments related to curriculum and media services in other faculties and departments on the campus. In view of these circumstances, we recommend that:

60. *The Committee on Environment and Resources establish guidelines for liaison between the University Library and the proposed Office of Curriculum and Media Services as well as between that Office and any other bodies that may exist or be established in the University for similar purposes.*

Members of the present Audio-visual Department within the Faculty of Education have had the impossible task of attempting to build a justifiable program in their field while spending much of their time in administrative, housekeeping and service functions designed to meet the instructional needs of their colleagues and students. In the spirit of the foregoing recommendations, it is our intention that all these functions be transferred to the proposed Office of Curriculum and Media Services. As recommended in Chapter Three, this department should develop a program to meet the growing need for teachers with media specialties. It should also develop its present graduate offerings further, concentrating on the production of high level specialists who can function as media consultants or as directors of media personnel. Additionally, this department should provide SCIL courses and other short training experiences throughout the year. It is clear that there should be an intimate connection between this department and the Office of Curriculum and Media services. We recommend that:

61. *The Audio-visual Department be renamed the Department of Communications and Media, restricting itself to the role of a professional department offering instruction to students in the theory and practice of its field via undergraduate and graduate course offerings.*

62. *The Department of Communications and Media offer systematic instruction to faculty members in the theory and practice of media, with formal budgetary provision for this purpose being made by the Senior Administrative Board.*

With the development of media in recent decades, there have grown up a number of relatively independent organs within the Lower Mainland charged with overlapping responsibilities. It is difficult to say, at this point, what degree of co-operation may be possible but we strongly believe that steps should be taken to facilitate some measure of joint effort in the future. We recommend that:

63. *The Committee on Environment and Resources, in co-operation with the Department of Communications and Media and the Office of Curriculum and Media Services initiate joint meetings with the following groups for the purpose of exploring possible areas of co-operative endeavor: the audio-visual group of the Department of University Extension, the Division of Audio-visual services of the B.C. Department of Education, the B.C.T.F., and others which may be concerned.*

CHAPTER VI

THE EXTERNAL RELATIONS OF THE FACULTY

As a professional faculty, the Faculty of Education necessarily has many relationships with outside institutions, organizations and groups. These may be broadly categorized into on-campus and off-campus external relationships. This report discusses relationships with the Department of University Extension in the chapter dealing with continuing teacher education. Some aspects of that relationship are dealt with later in this chapter.

I. RELATIONS WITH OTHER FACULTIES AND DEPARTMENTS AT THE UNIVERSITY OF BRITISH COLUMBIA

A primary purpose of the establishment of the Faculty of Education in 1956 and the transfer of all teacher education from the normal schools to the University was to establish the closest possible association between the academic and professional components of teacher training programs. At the same time, it was hoped that graduate studies in education could be established on a firm foundation. The founding of the Faculty was thus based on the premise that teacher training, teacher education and the scholarly study of education are essentially the responsibility of a university. The emphasis at a university on enquiry, experiment and discussion was seen as fundamental to the improvement of the quality of the teacher and to the search for solutions to the theoretical and practical problems that assail contemporary education.

Clearly, the point of view just described implies close cooperation between the Faculty of Education and many other parts of the University. The tasks entrusted to the Faculty also devolve upon other faculties, particularly those of Arts and Science. At the University of British Columbia, students in the present four-year Bachelor of Education (Elementary) Program typically pursue more than half their studies through courses in those faculties. It is possible for Education students to take an Honours degree in certain academic departments. All students in the Bachelor of Education (Secondary) Program take at least three quarters of their course work in Arts or Science, pursuing majors in one or two subjects or Honours in one subject taught in the secondary schools.

Transfer programs which enable students from other faculties to enter Education at various designated stages have existed since the establishment of the Faculty. A major growth area of the Faculty in recent years has been the one-year program for graduates of other faculties. In 1968-69, upwards of 500 students entered this program in the Elementary and Secondary Divisions.

The models of scholarship and teaching presented earlier by their instructors can be assumed to have influenced their view of their chosen profession.

At the graduate level in the Faculty of Education, students are normally required or encouraged to take course work in other faculties. Faculty members from outside Education are frequently represented on Master's thesis committees and are normally found on doctoral committees.

Our description of proposed undergraduate programs in Chapter Three make clear that we recommend continuing cooperation among the faculties concerned with the education of teachers. The proposed requirement of two years of pre-Education will, in the case of all students who choose to take these two years on this campus, give other faculties the responsibility for a considerable part of the general education of the prospective teacher.

We assume that the academic background that any student should acquire for teaching at any level cannot be achieved within less than fifteen units of senior course work in any discipline if he is to be designated as a teacher with a specialty in that discipline. Within the plan proposed in this report, any student, if he wishes, may complete more than 15 units. In this respect, we have been mindful of the recommendation of the Faculty of Arts brief to COFFE "that there be more encouragement for prospective teachers to take Honours courses in the Arts Faculty and that their Education degree indicate clearly their standing and field of specialization . . ." Our proposals provide ample opportunity for each student to study the academic component of his specialty in considerable depth during his three years in the Faculty.

Some Arts and Science departments have recently given up the responsibility for teaching special courses designed for students in professional faculties. Some members of the Faculty of Science have suggested that the academic preparation of elementary teachers of mathematics and science should be the responsibility of the Faculty of Education. It may be necessary and even desirable for our Faculty to assume such responsibility. Generally, however, we prefer our students to receive their academic preparation in the appropriate faculties and departments. We believe that new and more imaginative arrangements may be possible whereby our students can continue to have the advantage of contact with professors and students outside the Faculty. In that regard, we were encouraged to be told by some members of the Faculty of Science that consideration could be given to the offering of term courses, subject to appropriate arrangements regarding space and budget.

Our proposed new programs provide many opportunities for co-operative arrangements such as the providing of three-unit Arts and Science courses during the Fall or Spring terms. In the post-Associateship seminar (Education 402) in which students reconsider the relationship between the modes of inquiry of a given discipline and the problems of teaching it, possibilities exist for fruitful co-operation with professors from Arts and Science. Such professors could provide a valuable liaison between Arts and Science departments and our own. A system of visiting professorships whereby lecturers from other faculties could be appointed part-time of full-time for a term or a full session should also be considered. In promoting the co-operative arrangements suggested here, new administrative and budgetary arrangements should be vigorously explored. We recommend that:

64. *In planning the new program specialties, the Executive Committee on Teacher Education Programs and the departments work in close co-operation with concerned groups in other faculties and departments.*

65. *The Senior Administrative Board establish, where appropriate, a formal liaison system whereby departments in the Faculty of Education may have available the services of professors from departments elsewhere in the University who could teach courses or topics in their own specialties, participate in the post-Associateship seminar (Education 402) and in other seminars or colloquia and generally promote communication between their colleagues and the Faculty of Education.*

66. *In approving programs for teaching specialties designed to prepare teachers of the defined areas of the school curriculum, the Executive Committee on Teacher Education Programs require not less than fifteen units of senior course work in the relevant academic discipline and that there be opportunity for students to pursue a discipline to the Honours level.*

In the brief to COFFE of a Dean's Committee of the Faculty of Arts, it was suggested that certain Education courses should be available to students in that faculty who may be contemplating careers in teaching. Members of the Faculty of Science also suggested that, in some circumstances, certain Education courses might be elective within the B.Sc. degree program. Such courses should not be of a professional character directly preparatory for teaching, but should introduce students to practical and theoretical problems related to learning, teaching and education generally. We recommend that:

67. *The Senior Administrative Board appoint a committee to meet with representatives of the Faculties of Arts and Science for the purpose of planning appropriate education offerings to be available to their undergraduates.*

In Chapter Five we have taken note of the recommendations of the Faculty of Arts brief that courses in evaluation and in methods of university teaching be developed to train teaching assistants. Similar suggestions were made in discussions with members of the Faculty of Science. The Director of the School of Social Work suggested that members of the Faculty of Education might assist in the training of field supervisors in the School. It is important to reiterate that such endeavors be instituted on a pilot basis, under the aegis of the Associate Dean of Planning and Development and the departments. Consideration also needs to be given to joint efforts by departments in the Faculties of Arts and Science and their counterparts in Education to develop master's programs to prepare instructors for junior colleges and similar post-secondary institutions. Exploratory discussions to this end are already in progress under the aegis of the Faculty of Graduate Studies.

On this campus, various faculties and departments share concerns that focus on broad fields. Education would seem to be an equally appropriate field for similar interfaculty co-operation. We therefore recommend that:

68. *The Associate Dean of Planning and Development investigate the appropriateness of institutes for the study of educational issues and problems.*

II. OFF-CAMPUS EXTERNAL RELATIONS

A. Other Universities and Colleges in British Columbia

The need for greater co-ordination among the institutions of higher education in British Columbia with respect to admission, curricula, programs and other matters has been the subject of considerable study and discussion during the academic year 1968-69, largely as a result of the deliberations of the Perry Commission established in 1968 by the provincial government. The Joint Board of Teacher Education provides some opportunity for co-ordination. This board comprises representatives of the three public universities, the Department of Education, the British Columbia Teachers' Federation and the British Columbia School Trustees' Association. At the graduate level, informal discussions have been held among representatives of the various Faculties of Education with a view to co-ordinating programs and research at this level. We recommend that:

69. *The Senior Administrative Board and the departments investigate the feasibility of promoting exchanges of staff members and students among the various Faculties of Education in the Province, and also of co-operative arrangements regarding transfers of credit.*

The institution of a pre-Education sequence for all undergraduate programs in the Faculty will likely mean that increasing numbers of students will come to us from junior colleges and other post-secondary institutions. The need for co-operation is, again, plain enough if students in these institutions are to be kept informed of requirements and opportunities in our programs.

B. The Department of Education

When the Faculty of Education was established in 1956, the Department of Education withdrew from the field of teacher preparation. However, it retained control of certification and in this way exercises indirect influence on the Faculty's programs. The Department is also represented on the Joint Board of Teacher Education which has general advisory powers regarding programs in the various universities. Under the Public Schools Act, the Department of Education, acting for the province, has ultimate legal power regarding the administration, curricula and other matters intimately affecting the operation of British Columbia's public schools. Thus the conditions under which the Faculty operates, the practical aspects of any teacher education program, and the professional roles for which it prepares its students, may be considerably influenced by the policies of the Department of Education. To a considerable extent, the Department's influence is, by its own design, diminishing in favor of greater local autonomy in the operation of schools. This means that the monolithic public school system of popular imagination is becoming more pluralistic: for the Faculty of Education there are thus available new opportunities to experiment with teacher training programs in a wide variety of school settings.

In our deliberations, we have had cordial meetings with the Minister of Education, the Deputy Minister and the staff of the Department of Education. These meetings have underscored the value of regular communication between the Faculty and the Department. We have proposed elsewhere that the Senior Administrative Board meet annually with the Minister and his staff. The Department of Education will normally be involved in the evaluation of Teaching Associates by means of a representative on every evaluating team.

C. The British Columbia Teachers' Federation

The British Columbia Teachers' Federation grew out of teachers' institutes held prior to World War I. Since 1919 it has become a professional organization of more than 19,000 members. While acting as the guardian of teachers' rights and welfare, it has gained a position of dignity and respect in the community as a result of the unceasing efforts of its members to improve educational standards in British Columbia. The Federation has had an interest in teacher education from its start. It was a prime force in promoting the founding of the Faculty of Education in 1956. The Federation is represented by a voting member on the Faculty Council. It is also represented on the Joint Board of Teacher Education and maintains its own Teacher Education Committee. The Federation's Department of Professional Development has become a major factor in promoting the continuing and in-service education of teachers. In this way, and through the activities of its 22 provincial specialist associations close co-operation has developed between the Federation and the Faculty. Recommendation 74 of this report proposes that the

British Columbia Teachers' Federation Director of Professional Development or his nominee be a member of the Faculty's Committee on Continuing Teacher Education.

Our deliberations have been assisted in various ways by the Federation, including a generous financial grant. Cordial discussions have been held with the Federation's executive officers and with other groups in the organization. Many helpful briefs have been received from various individuals and groups affiliated with the Federation. Our contacts have convinced us of the need for more formal opportunities for an exchange of views between the Faculty and the Federation. Accordingly, we have proposed in Chapter Two that the Senior Administrative Board meet at least annually with the table officers of the Federation.

There are further possibilities for co-operation between the Faculty and the Federation. The departments of the Faculty should explore with the Federation's Department of Professional Development the feasibility of greater liaison between themselves and the provincial specialist associations. More attention needs to be given to the problems of beginning teachers. This presents possibilities for co-operation between the Faculty and the Federation along the lines suggested by Dr. C.E. Smith several years ago.* Such co-operation should be promoted by the Associate Dean of Development and Planning. Our Teacher Education Plan provides for the participation of the Federation in the evaluation of Teaching Associates. As further means of maintaining and extending co-operation with the Federation, we recommend that:

70. *The annual British Columbia Teachers' Federation Day or a similar event, whereby students and faculty meet with the executive officers and other officials of the Federation, be continued.*

71. *The British Columbia Teachers' Federation continue to appoint one of their members as a full voting member of the Faculty Council.*

D. The British Columbia School Trustees' Association

Locally elected trustees have the political responsibility for the conduct of education within their territorial jurisdiction. Not the least important and certainly the most visible aspect of this responsibility is associated with the financing of education. At a time of steadily rising costs, this is a heavy responsibility. It is natural enough that the British Columbia School Trustees' Association should be concerned that the large sums required for education be wisely spent. Inevitably, the Association is led to a concern for educational quality. In its brief to COFFE, the Association has expressed the view that "if we are to improve the educational system, the most productive and profitable point at which to begin is probably the improvement of teachers."

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* Smith C.E. **Educational Research and the Preparation of Teachers.** Vancouver: British Columbia Teachers' Federation, 1963, p. 75.

In our deliberations, we have had occasion to talk with a number of trustees. The chairman of COFFE was privileged to be a guest at an executive meeting of the Association. We have been impressed with the ability and dedication of many who serve on school boards throughout the province. At a time of increasing local autonomy it is self-evident that trustees and local school administrators will play greater roles than in the past in formulating educational policies. These policies are likely to have implications for the programs of the Faculty of Education. We believe that a paramount necessity is to improve communication between our groups. To this end, we have suggested elsewhere in this report that the Senior Administrative Board meet annually with the executive of the Association. It would also be useful, in our view, if the Board or a group of Faculty designated by them were to meet informally with trustees and superintendents on the occasion of the annual conference of the British Columbia School Trustees' Association.

We recommend that:

72. *The Trustees' Day on campus be continued as an annual Event, to be arranged and operated by the Office of External Services.*

E. The School Superintendents

British Columbia is fortunate to have public education at the local level under the direction of many of the able and imaginative superintendents with whom we talked and corresponded during the course of our deliberations. Many superintendents have expressed interest in our work and we have strong reasons for believing that several of our proposals, especially those concerned with future teacher education programs, will be well received in a large number of school districts. Again, there is an evident need for regular channels of communication. There is need for greater contact between members of both groups at the individual and local levels. The full-time presence of faculty supervisors in the field for the supervision of Teaching Associates should promote much more contact. We have noted the formal involvement of superintendents in the evaluation of Teaching Associates in Chapter Three.

CHAPTER VII

CONTINUING TEACHER EDUCATION

The Faculty of Education and the Extension Department of the University of British Columbia have created one of the largest and most comprehensive continuing education programs in Canada for persons in the field of education. This program is organized on the assumption that teachers and other educational personnel can meet their obligations only if they systematically continue their education. The concomitant obligation of a professional school of education is to make such continued education possible. This is an obligation to be taken seriously if we accept the Economic Council of Canada's concern that the continuing education of all professional groups be one of our country's top-priority goals.[*]

Certain kinds of questions are asked, and some kinds of problems are only understood, after a teacher has had several years of experience in the classroom. These questions typically concern educational philosophy and goals, changes in the method of content of subject matter and other professional issues. In order to study them, the mature teacher often seeks learning experiences which may differ from those he encountered during his earlier preparation.

In response to the increasing complexity of education, large numbers of persons want to learn and practice new specialties. Many teachers change teaching assignments. Others leave the classroom to take up other positions in education. Teachers' needs for continuing education cannot be described wholly in terms of professional specialization, however. Large numbers of teachers already participate in the University's general education programs and it can be assumed that such participation will continue.

The cornerstone of continuing professional education is independent study. The professional also learns from day to day problem solving and discussion with colleagues, but it is the rare individual who can systematically keep up-to-date through reliance on these resources alone. Institutionally organized programs of continuing education that complement independent learning are and will be needed. The expanding activities of the Department of Professional Development of the British Columbia Teachers' Federation attest to the great need for such programs. The University's role in these programs is already extensive, largely through participation by members of the Faculty of Education.

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[*] Economic Council of Canada, **Third Annual Review.** "Prices, Productivity and Employment". Ottawa: Queen's Printer, 1966.

The continuing education and in-service responsibilities of the Faculty of Education must be borne in addition to normal teaching loads and university duties. These responsibilities cannot be extended without seriously diluting the academic quality of our programs and without adding an intolerable burden to the faculty. In view of these circumstances we recommend that:

73. *Every effort should be made to improve the quality of continuing education offerings but that expansion of this function should be undertaken only as adequate resources for the graduate and undergraduate functions of the Faculty become available.*

Where administrative arrangements for continuing education are concerned, including provision for co-operation with groups outside the Faculty, we recommend that:

74. *The existing committee on Continuing Teacher Education become a standing committee of the Senior Administrative Board. The committee should be chaired by the Dean, as now, and be made up of the following individuals or their nominees: the Associate Dean of Planning and Development, the Associate Dean of Graduate Programs, the Associate Dean of Teacher Education Programs, the Director of Summer Session, the Director of Extension and the administrators of Education Extension, and the Director of the Department of Professional Development of the British Columbia Teachers' Federation. The committee should establish formal liason with the Faculty of Arts, the Faculty of Science, the Department of Education, the British Columbia School Trustees Association and the existing Interuniversity Committee on Continuing Education.*

The general duties and functions of the Committee on Continuing Teacher Education have been outlined in the description of the future structure and government of the Faculty of Education. We endorse the view expressed in the Department of University Extension brief to COFFE that the co-operative arrangement for continuing education known as Education-Extension, established in 1963, should be maintained. Under this arrangement, the continuing education programs are administered by the Department of University Extension.

As in other forms of higher education there is a need in continuing teacher education for systematic, long-term planning which would include an analytical and on-going assessment of needs, explicit goal-setting, the selection of priorities, a scheduled commitment of resources and periodic evaluation. Such planning should influence both academic and administrative decisions concerning program balance, faculty loads, overall goals and administrative requirements. It should particularly take into account the relationship between the pre-service and continuing education of teachers. We recommend that:

75. *The Committee on Continuing Teacher Education in co-operation with Education-Extension give high priority to systematic planning, taking into account the relationship between the pre-service and continuing education of teachers.*

Because the Associate Dean of Development and Planning has been charged with the responsibility for the assessment of the teaching performance of graduates of the Faculty of Education, he should be in a favored position to suggest continuing education needs. We recommend that:

76. *The Associate Dean of Development and Planning should participate in the evaluation of continuing teacher education programs.*

Continuing teacher education activities in which faculty members are involved are of both a credit and a non-credit variety. We propose that in future the teaching of all continuing education credit courses offered during the Winter Session be an integral part of faculty workloads. Since Faculty assignments to continuing education will vary from year to year, the Faculty will only be able to operate in this way if it has a guaranteed and stable source of income to employ the necessary faculty, in return for which it guarantees Education-Extension an equivalent amount of faculty time.

Since Education-Extension is currently self-supporting, this implies no increase in overall financial support, but it does imply the establishment of an appropriate financial arrangement among the University, the Faculty of Education and University Extension. We recommend that:

77. *Upon its establishment, the Senior Administrative Board negotiate with the President and University Extension so as to establish a long term financial commitment to this faculty in return for a similar commitment of faculty time to credit extension teaching during the winter session.*

This arrangement might begin in a small way and grow to encompass the entire Faculty of Education participation in Continuing Education work over a period of years. We recommend that:

78. *Participation in Continuing Education winter session credit courses be included in the teaching load as part of the basic commitment not later than September, 1974.*

79. *Non-credit continuing teacher education work be considered as part of a faculty member's basic commitment if charged by the Associate Dean of Development and Planning against his pool of faculty basic commitment time. Apart from out-of-pocket expenses there shall be no remuneration for such non-credit work.*

Where non-credit offerings other than those indicated in the preceding recommendation are concerned, we recommend that:

80. *Arrangements be left as now between individual faculty members and groups seeking such services regarding the extent and number of such assignments, remuneration for them and other matters.*

In the particular case of faculty members released from regular university teaching duties to assist Teaching Associates we would hope that such members, especially if serving outside the Lower Mainland, will regard such non-credit continuing education opportunities as a definite responsibility.

Summer Session is a significant aspect of the university's continuing education function. As the majority of students attending are teachers, the Faculty of Education is the academic group primarily involved. In accordance with the advice of the COFFE Summer Session Committee we recommend that:

81. *The present seven-week session be maintained.*

It has also been suggested that the full teaching day be utilized in order to give greater flexibility to the program and to allow for more effective use of facilities. Some existing courses may lend themselves to offerings on this basis. Outstanding instructors may sometimes be available on a short-term basis to teach intensive courses of the type desired. Courses involving tours, field work, individual study and special projects may be more easily presented in a flexible time pattern. Accordingly, we recommend that:

82. *A program of intensive workshop courses be considered in Summer Session, from one to three or four weeks in length, with credit available on a comparable basis, i.e., from one to three or four units.*

The very modest stipend offered is a problem in attracting Summer Session faculty. We recommend that:

83. *The full Summer Session stipend be at least 15 per cent of the median salary for each rank in the preceding academic year.*

The COFFE Summer Session Committee has recommended against the institution of a summer semester or trimester plan. However, they took note of the developing program of evening and day credit courses during the period May 1 to July 31. During the current calendar year, seventeen such courses were offered by the Department of University Extension. We recommend that:

84. *May-July course offerings be expanded, subject to student demand and staff availability.*

We are concerned about the possible role of Education-Extension and the Faculty of Education in the training of paraprofessional educational personnel, such as teacher aides, for the schools. Such training is worthwhile but is necessarily peripheral to our main concerns, given the demands imposed upon the limited resources of the faculty and the consequent need to give first priority to its professional programs. In regard to the training of paraprofessional personnel, we would call attention to Recommendation 19 of this report which proposes a graduate level program designed to prepare individuals to train such personnel.

The actual training of paraprofessionals could be undertaken by Education-Extension and junior colleges. A program for training teacher aides is already in existence at Vancouver City College. We see no reason why the Faculty should compete with such efforts. By the same token, we do not believe that programs leading to undergraduate diplomas are a central responsibility of the Faculty. We recommend that:

85. *The Faculty undertake no paraprofessional or non-degree undergraduate programs but that the Senior Administration Board encourage the offering of such programs by Education-Extension and junior colleges.*

CHAPTER VIII

IMPLEMENTATION

1. In any discussion of the implementation of our recommendations, the Commission is faced with a problem parallel to one we faced throughout our study.

In order to make realistic recommendations concerning implementation, we were driven to seek the widest possible advice concerning many of our proposals. We had long and frank discussions with the Minister of Education, the Deputy Minister of Education and the Department staff, the Executive of the British Columbia Teachers' Federation, a number of Superintendents and other school officials, and with members of other faculties on this campus. We feel that our recommendations are the better for their advice, and we are much more sanguine about the practicability and acceptability of our proposals than we otherwise could have been. In our discussions with various people, we attempted to make clear that ours would be a report to the Dean and Faculty, not a necessary blueprint for action. However, it is not surprising that widespread expectations that the Faculty of Education has embarked on a comprehensive review of its role and operations have been created.

The dilemma posed was similar to that facing us in proposing a schedule for implementation. We have been guided throughout our deliberations by the feasibility as well as by the anticipated advantages attendant upon our proposals. If we fail to suggest a schedule for implementation we are open to the criticism that we failed to think about such problems. If we do propose one, we are equally open to the accusation that we regard our full set of proposals as a *fait accompli.*

The following schedule for the implementation of our proposals should then be taken as evidence that we have given serious attention to the problem of implementation and have found no great problems devising a rational and systematic period of transition. The schedule presented here is one of several which could be followed.

We have concluded that whatever changes are to be made in the administrative structure of the Faculty, they should be made over as short a period of time as possible. It is clear that changes in the programs offered by the Faculty must be made systematically over a period of years.

Any attempt to bring together in one place all of the recommendations directed to any one of the persons in the new administrative structure would involve a virtual repetition of the report, reorganized for that purpose. The alternative, which we have accepted, is to suggest that the Faculty and particularly the persons in new administrative positions familiarize themselves with the implications of the report for their own functions in the Faculty.

A. Administrative Implementation

There is clearly no way of implementing an administrative structure gradually. If the decision is once made to undertake any serious administrative reorganization, then the sooner it is accomplished the better. We assume, then, that the first two phases of implementation suggested on pages 104 - 105 should be completed as soon as possible after the acceptance of this report.

B. Teacher-Education Program Implementation

There are no imperatives against piece-meal implementation of student programs similar to those involved in implementing an administrative structure.

If someone were to undertake afresh annually the large task of allocating faculty and students to old and new programs there is in theory no reason why program implementation could not be prolonged indefinitely. We very much doubt that either the faculty or the students of the Faculty of Education would tolerate such a frustrating condition.

We propose that, in September 1970, all students entering the Faculty do so in some form of new program. That is, all entering students will have at least two years of pre-Education work.

A comparatively small group of students, for whom it is clear that suitable academic electives are available in Education 1 and Education 2, should begin Education 1 at that time. This group will be referred to as the *pilot group.* The remainder of the entering class of 1970 should be placed on a program similar to Route 2 and should complete Education 1 in the 1971-72 session along with entering students in 1971 who elect Route 1.

The only difficulty we can foresee with this arrangement is that there may be a larger number of Associates seeking placement in 1972-73 than would ordinarily be the case. If it were not possible to place all of these students in Associateships, then we would recommend that some students in the entering class of 1970 be offered one of a large number of other possible arrangements, including the present sort of practice.

In any case, the pilot group would reach each of Education 1, Education 2 and Education 3 one year before any large number of students, to permit any organizational problems to be identified and corrected.

We are proposing then, that the Faculty commit itself to a new set of undergraduate programs in the fall of 1969, and use the pilot group to gain experience with these programs and their operation.

The alternative is a prolonged period of trial extending at least until 1972, or more likely until 1973. We cannot recommend such a conservative approach.

Regardless of our rate of implementation, we will find that it will be difficult at first to arrange for the academic component of some specialties. We have already indicated that the programs of students in the pilot group should involve some of the large number of specialties for which no such problems exist.

We propose several options for the remaining specialties.

(a) We can enrol some of the students concerned in Route 2, and if absolutely necessary, in Route 3 or 4.

(b) We can negotiate with the faculties concerned for one-term sections of a small number of courses. We have good reasons for supposing that such negotiations would be fruitful, particularly when it becomes clear that the Faculty of Education is serious about the request and can commit students in advance.

(c) This Faculty could, as it presently does, give some necessary courses itself.

It might be possible to arrange to have some students undertake some work at another institution.

The Office of Teacher Education Programs, in consultation where necessary with the Associate Dean of Teacher Education, will assume responsibility for phasing out existing programs and adjusting student programs to the changing course and activity structure of the Faculty.

C. Graduate Program Implementation

Immediately upon the acceptance of this report, the Executive Committee on Graduate Programs should enter into immediate negotiations with the Graduate Faculty of the University with the intent of having the recommendations of this report accepted as a rubric for the establishment and control of all graduate-level programs in the Faculty. No present graduate programs may enrol graduate students later than one calendar year after the date of such acceptance by the Graduate Faculty of the University.

When these negotiations are completed, the Executive Committee on Graduate Programs should receive petitions for the establishment of program committees and graduate programs, should rule on them promptly, and should begin to enrol students on those approved.

If and only if those negotiations should indicate any conflict of interest between the Graduate Faculty of the University and those recommendations, the Executive Committee on Graduate Programs should return to the Graduate Council for guidance in amending the recommendations for further negotiation.

If it is true that there are at present graduate programs in the Faculty which cannot meet our recommended criteria, then the Faculty has nothing to gain by prolonging them. It has a great deal more to gain by convincing our colleagues in the Graduate Faculty of the University that it is serious about setting its house in order.

D. The Proposed Schedule of Implementation

1969/70
Phase 1

1. Discussion, possible modification and acceptance.
2. The Dean's Office changes the Calendar to indicate the coming early date of application for the Faculty of Education, and the tentative nature of all calendar descriptions for three years. Subsequently, the calendar is changed to indicate program developments as they occur.
3. The Dean's Office supervises the election of two members of Faculty Council to sit with the Dean and two Dean's appointees on a five-man steering committee for implementation. This steering committee is to be dissolved upon the subsequent election and appointment of the first Senior Administrative Board. Until that time, this steering committee is charged with negotiations with the President of the University, the Senate, the Board of Governors, the Joint Board, the Department of Education and any other bodies having legal or advisory powers affecting implementation.
4. The Dean recommends to the Board of Governors appointments for the Associate Dean of Services, the Associate Dean of Teacher Education, the Associate Dean of Graduate Programs, and the Director of the Office of External Services.
5. The head of the present Records Office supervises the election of the first Senior Administrative Board and Senior Administrative Board committees.

Phase 2

6. The Senior Administrative Board begins the search for the first Associate Dean of Development and Planning, to be appointed no later than July 1, 1970, regardless of the schedule of implementation.

7. The Senior Administrative Board Committee on Faculty Personnel Policies establishes criteria for membership in the Graduate Councils.

8. The Senior Administrative Board appoints the first Graduate Council.

9. The Associate Dean of Graduate Programs convenes a meeting of the Graduate Council for the purpose of filling the elected positions on the Executive Committee on Graduate Programs.

   The Dean and the Student Assembly appoint members to the Executive Committee on Graduate Programs.

10. The Associate Dean of Services established offices, and in consultation with the Senior Administrative Board, appoints directors.

11. The Associate Dean of Teacher Education convenes a meeting of the Undergraduate Council for the purpose of filling the elected positions on the Executive Committee on Teacher Education Programs.

    The Dean and the Student Assembly appoint members to the Executive Committee on Teacher Education Programs.

12. The Senior Administrative Board establishes a list of departments and a formula for the disbursement of basic commitment.

13. Departments elect chairmen.

14. The Senior Administrative Board apportions faculty loads for 1970-71, giving due regard to the need for planning the program of the pilot group and to the recommendations of department chairmen.

15. The newly appointed Associate Dean of Development and Planning begins a survey of the problems assigned to him.

16. The Executive Committee on Graduate Programs completes negotiations with the Faculty of Graduate Studies for the establishment of agreements regarding the origin and control of graduate programs.

1970/71
Phase 3

17. The Pilot Program begins.
    All other undergraduate students entering the Faculty continue on a program similar to that of Route 2.

18. With all due consultation, and in consideration of experience with the pilot group, the Executive Committee on Teacher Education Programs develops full-scale programs for Education 1, 2 and 3.

19. The Executive Committee on Graduate Programs develops specific criteria for graduate programs, within the guidelines of this report.

20. Departments present proposals for graduate programs.

21. The Executive Committee on Graduate Programs sanctions doctoral programs, masters programs and M.Ped. programs.

22. The Calendar is changed to show new undergraduate and graduate programs.

23. The Associateship for the pilot group is planned by the Office of External Services.

24. The Associate Dean of Development and Planning selects problems of priority, approaches appropriate personnel and makes arrangements for the disbursal of the basic commitment guaranteed him. He also establishes procedures for the evaluation of Education 1 and the pilot group.

25. The Senior Administrative Board and its committees function on all matters under their purview. The one-year appointee to the Senior Administrative Board retires and is replaced by an elected member.

26. Applications for Education 1 are received.

1971/72
Phase 4

27. Some students in the pilot group begin the Associateship.

28. All students entering are enrolled in Education 1, but the small number of students for whom it has been impossible to arrange appropriate sequences of academic courses in Education 2 are accepted by us and registered in Route 2.

29. The Office of External Services plans the Associateship cycle for 1972/73.

    The Associate Dean of Development and Planning makes plans for the evaluation of Education 2.

1972/73
Phase 5

30. The pilot group begins Education 3.

31. The second year of Education 1 begins.

32. Students enter the Associateship and/or related term of Education 2. The small number of students in Routes 2 or 3 who cannot satisfactorily combine suitable academic courses with a one-term Associateship are provided for individually. There are good numbers of minor and easily arranged adjustments of programs possible for these few students.

33. Students in the pilot group graduate with the B.Ed.

34. The Associate Dean of Development and Planning publishes an evaluation of the pilot group.

35. The last of the B.Eds. on old programs graduate.

1973/74
Phase 6

36. The first regular year of Education 3 begins.

37. All students who choose to do so are enrolled in Route 1. It should be noted that this provides three years for the making of suitable arrangements with a small number of academic departments.

38. The last appointee to the Senior Administrative Board retires and is replaced. From this point on, the faculty-selected portion of the Senior Administrative Board is chosen by election.

39. The first large group of new B.Ed. students graduate.

COFFE SUB-COMMITTEE BRIEFS

Admission Procedures
J. Wallis (chairman), R. Smith (consultant), E. Carpenter

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Feasibility of a Campus Residential College
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Interfaculty Affairs
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Educational Psychology
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Industrial Education
Library Education
Mathematics Education
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* Copies of submissions are available in the Education Library, University of British Columbia

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West Kootenay and Boundary,
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Canadian Teachers Federation Seminar,
Montreal, Quebec (May, 1968)
(COFFE represented by G.S. Tomkins, Faculty of Education, University of British Columbia)

Colston Research Society, Symposium, 1968,
Bristol, England (April, 1968)
(COFFE represented by L.W. Downey, Faculty of Education, University of British Columbia)

LIST OF APPENDICES *

Environment, Facilities and Related Personnel

Feasibility of Demonstration Schools

Feasibility of a Campus Residential College

Student Committee on the Future of the Faculty of Education Questionnaire Report

The Faculty of Education as a Resource for Studying Field Research Problems

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* Copies of the appendices are available in the Education Library, University of British Columbia

A SELECT BIBLIOGRAPHY ON THE EDUCATION OF TEACHERS AND THE STUDY OF EDUCATION

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